

Child Welfare Magazine

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CONTENTS

	PAGE
"THE BEST IS YET TO BE"	Margaretta Willis Reeve 555
WORTHY HOME MEMBERSHIP	Ernest R. Groves 557
1927 RESOLUTIONS	The Convention 558
TRAINING YOUTH FOR PARENTHOOD	Newell W. Edson 559
A GRANDPARENTS' AUXILIARY	563
THE WIDER USE OF LEISURE	Glenn H. Woods 564
THE PRESENT EMPHASIS IN RECREATION	George W. Braden 567
"PERSONALLY CONDUCTED"	Mrs. George F. Tilton 570
CHILD DEVELOPMENT	Bird T. Baldwin 572
WHAT IS INVOLVED IN LEARNING?—PART II	William H. Kilpatrick 574
THE "FIRST TEN" CHAIRMEN	576-77
WHO IS YOUR CHILD'S KEEPER?	Margaretta Willis Reeve 580
WHY DOES THE CHILD DO WHAT HE DOES?—PART III	George H. Preston, M.D. 582
THE PAN-PACIFIC RESOLUTIONS	The Committee 584
GOLD STARS!	A Reporter 585
IT HAPPENED IN OAKLAND	The Observer 586
WHAT TO SEE	Elizabeth K. Kerns 588
BLOCK BOOKING	The Editor 589
THE SUMMER ROUND-UP AT THE CONVENTION	Ruth A. Bottomly 590
SOME SUMMER PLAY ACTIVITIES	The P. R. A. A. 591
THE BOOK PAGE	Winnifred King Rugg 592
ARE YOU? PROVE IT!	594
EDITORIAL	Mary L. Langworthy 595
THE ROUND TABLE	Martha S. Mason 596
WORDSWORTH À LA MODE	Jane H. Posner 598
NATIONAL OFFICE NOTES	Florence V. Watkins 599

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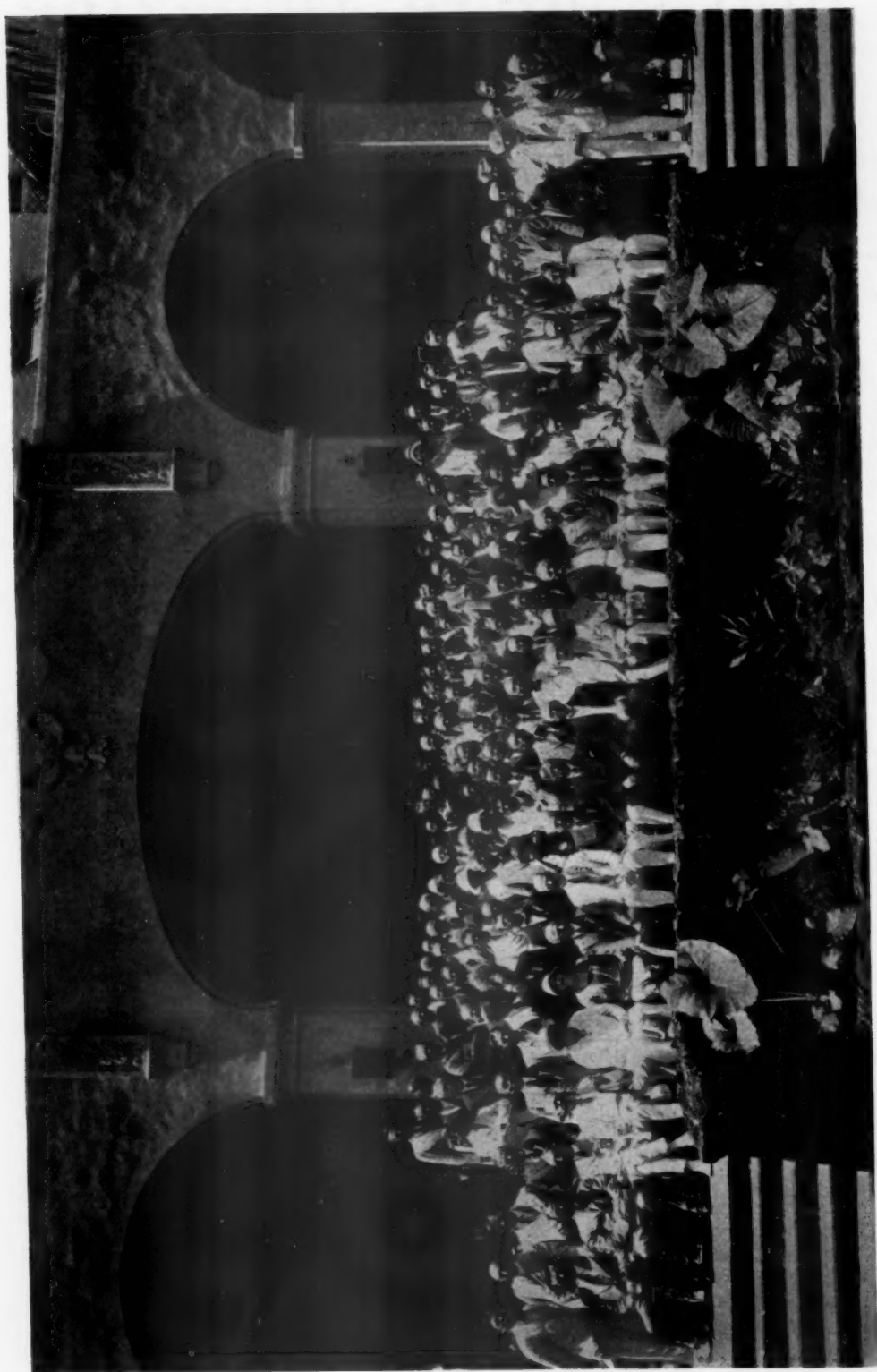
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THE PAN-PACIFIC CONFERENCE AT HONOLULU, HAWAII, APRIL 11-16, 1927
on Education, Recreation, Rehabilitation and Reclamation, at Royal Hawaiian Hotel. Hon. Herbert Work, Secretary of the Interior, and Hon.
Wallace Farrington, Governor of Hawaii, in center



"The Best Is Yet to Be"

from the

*President's Annual Report at the
National Convention, Oakland,
California, May, 1927*

THE year which has just closed has been one full of interest to the National Congress of Parents and Teachers and one which marks a decided advance in its program. The numerical gain of 181,343 members, giving us a total active list of 1,135,974 parents and teachers pledged to uphold the standards of the organization, while in itself encouraging as demonstrating the soundness of our theories—for that which is not alive does not grow—has been accompanied by a striking increase in national feeling and action, the elimination of sectional lines and the merging of small local interests in the broad stream of progress. The campaign for an educated membership, inaugurated four years ago, is now bearing fruit more and more richly in the better understanding of this educational movement, its unlimited possibilities and consequent obligations, and in a general recognition of the effectiveness of work accomplished when each individual acts as a fraction of one vast unit with a common standard, rather than in isolated groups combining occasionally to achieve certain objects on which they may agree but which are not fundamental to their existence.

There have been errors, failures, backslidings, inevitable in any forward march on such a scale of magnitude, but the gains far exceed the losses and we have learned to use mistakes as stepping stones to higher things, to accept difficulties as things to be overcome, not as stumbling blocks in our path. The program of the Congress is well defined. We need now to strengthen our foundations, to build broad and deep, rather than to seek for new lines of activity. We have demonstrated beyond question, certain values: the dynamic effect of parent power applied to health; the community stimulus derived from the systematic combination of the activity of home and school, especially in rural sections; the potential value of a safety campaign centering around each school and covering the home, the schoolhouse and the playground and highway, all the year round, culminating in, and not confined to, Safety Week; the influence of informed public opinion in the support of education; and finally—and fundamentally—the necessity for a parenthood as well trained for the all-important task of child-rearing as are the teachers for their function as instructors, and the demand for a common standard in home and school and the recognition of the individual responsibility of both parents and teachers in their respective vocations. It is for us to produce along these lines, which we have laid down, lasting results, not merely the fireworks of a striking demonstration or an eloquent statement.

The acceptance of the Congress of Parents and Teachers as an educational power rather than a club movement is but an added responsibility, a requirement that we should live up to the standards we claim as ours; and that we should do this, not here and there, but wherever there is a unit of our organization, be it preschool group or Study Circle, Mothers' Club or Parent-Teacher Association, for it is by our works that we shall be judged; not our creed as expressed in our Objects, but our expression of that belief in our action, is the test of the faith that is in us. Petty personal jealousies,

competition for place and power, eager demand for recognition, partisan politics within the organization, rebellion against the decision of the majority, the selfish egotism which shows in undue sensitiveness—all these and such as they have no place in an organization whose sole object is the welfare of children; and one of the outstanding features of this work which is founded on the love of childhood is the general absence of these poisonous weeds, which seem to shrivel and die in the atmosphere they find here because they meet with no encouragement. But weeds will creep into the best-kept garden, and the good gardener keeps ever on the alert to check their growth.

In view of the tremendous increase in our membership, we need to consider the fact that there are still too many inequalities, natural enough in all great nation-wide groups but especially dangerous in our own because of our definite policies and the consequent need for steadiness in their operation. We should have more permanency in positions in which experience, rather than administrative ability is required—such as committee chairmanships and the management of bureaus. More careful study and preparation for office is essential, with more complete devotion to its demands when it has been accepted. The work of the Congress being educational and in constant comparison with professional work, cannot be merely a side issue, a pleasant pastime to be relinquished when something newer or more attractive offers, nor within the organization should we encourage the disastrous practice of recognizing ability developed in one field beyond the amateur stage—as generally classed—by transplanting the fine flower and giving it a new and more exalted title. There are administrative positions in which such advance is wise and right, but skill, well developed, is a precious possession, and will always receive due recognition wherever it may be displayed, and its growth is often seriously hampered if not completely checked, by too frequent uprootings. Some such degree of efficiency must be developed in our work as we expect from the professional, since the task we have undertaken is commensurate in value and importance with that of the educator and the social worker. Promptness and system in state and local administration, the wise use of literature, the development of sound programs in both branches and units, and increased thoroughness and responsibility in committee activity are the points at which these inequalities are most apparent, as evidenced by the observations made and the comments received in forty-eight of our forty-nine Branches during the past four years. The value of our national program is recognized by those who are watching us more closely than we, perhaps realize; it needs only increased efficiency, along lines which are to receive special consideration during this convention. If the States and their subdivisions, the districts and counties, recognizing their responsibilities as agents of the National Congress of which they are an integral part, will carefully study and follow this program, the desired result will be the sooner attained.

* * * * *

With thankful recognition of the opportunities which have been offered us and the resolve that we will make the most of them, each and all, let us go forward into this new year, confident that because of our growing understanding of the work, and the tightening of the ties that bind us together, "the best is yet to be."

MARGARETTA WILLIS REEVE.

From the address of the President, Mrs. Theodore W. Birney, at the Third Annual Convention, 1899:

"Membership in our organization is practically limitless, since any individual who believes in preventive rather than reformatory work, can join our ranks, whether man or woman, married or single; it is the race we are striving to benefit, and a work of such magnitude requires the co-operation of the race."

WORTHY HOME MEMBERSHIP

BY ERNEST R. GROVES

Professor of Psychology, University of North Carolina

An abstract from the address delivered at Oakland, California, May, 1927

PESSIMISM, with reference to marriage and family, is steadily increasing. We find it growing in all classes. Sophisticated youth frankly tell us that they believe more people are unhappy, married, than happy. Superficially there is much to justify the widespread skepticism with reference to marriage and family life. The divorce rate is still mounting. The inability of parents to meet their responsibilities is even more impressive.

Although the American home is disclosing weaknesses that challenge attention, the prevailing pessimism is not justified. The criticism comes from a failure to see what the family can do and what it ought to do. The family is held responsible when it is itself a victim of social conditions that it cannot control. The interest of the home as an institution influences much too little the policy of industry, the program of legislation and the processes of education.

We have been hearing quite enough concerning bad families and unhappy homes. What we now need is a greater recognition of the successes of the family and the methods by which they achieve happiness. We have been broadcasting the experiences of homes that fail while ignoring the less spectacular, the more substantial wholesomeness of family life. Popular skepticism is the result and it is unfair to the youth of our time.

We need conservation of the family even more than conservation of the soil. The home will always disappoint those who attempt to extract from it pleasures inferior to its proper gifts. It is folly to expect persons submerged in a materialism that robs them of all sense of values to enjoy good family life. The home cannot perform miracles, it cannot be better than the members that compose it. The unhappy home merely discloses the wrong way of living of those who belong to it.

The worthy home contributes to the individual, to the family association and to society itself. To the individual it presents opportunities of growth. One member does not develop at the expense of the other; husband, wife and children all grow in personality and in character. They also, each of them, achieve self-expression. The home is never primarily sacrifice, it is essentially achievement. The right home also teaches interpretation of true values. At the time when the desire for luxury has become universal, no home can prosper unless each member learns to discriminate in his choice of values.

The home develops in its inner life an understanding of the differences between people, and a tolerance and sense of justice in dealing with one another difficult to obtain without family contacts. A good family also provides through its association a comradeship of parents and children who, in spite of their differences in years, enjoy being with one another in the fellowship of affection. Out of this comes a loyalty of each toward the family as a whole which in these days gives the family greater security than comes from the attempt to establish a home upon forceful authority and dominance.

The good home encourages social sympathy and co-operation in relation to the life outside. It is never shut in. It is never harsh in judgment. It has concern for the welfare of neighborhood, community and nation. It is not content merely to feel right toward other people, it acts according to its opportunity because each member has learned the value of co-operation and has a sense of social obligation. If the bad family throws out into the life of a community every sort of evil influence, it is equally true that from the good home always must come everything that makes for social wellbeing.

1927 Resolutions

INTRODUCTION

The National Congress of Parents and Teachers assembled in its thirty-first convention in Oakland, California, in May, 1927, reaffirms its allegiance to the program of work that has been developed during its three decades of service to the children of America.

Following a week of inspiration and discussion built around the seven cardinal objectives of education, the following resolutions give suggestions for legislative effort and programs of work to state branches and local associations.

1. WORTHY HOME MEMBERSHIP

The Congress calls upon its members, educational workers and all citizens, to support measures for the improvement of family life, including suitable instruction for parenthood, and laws raising the requirements for marriage.

We endorse all worthy projects looking toward better housing, better building codes, better neighborhood playgrounds and parks, and better regional and city planning.

2. SOUND HEALTH

The Congress favors the development of a program of health education which would guarantee to every child freedom from remediable defects, proper handling from the standpoint of mental health, and the giving of instruction designed to prevent the formation of habits that undermine health and strength.

The Congress reaffirms its stand on the Volstead Act.

It reaffirms its willingness to co-operate with other organizations in narcotic education.

The Congress urges its members to work with publishers of magazines for home use, and demonstrate the pernicious results of advertisements which seek to make the use of tobacco attractive, and deplores the practice of men and women selling their names to forward cigaret advertisements.

3. VOCATIONAL EFFECTIVENESS

The Congress favors a program of vocational guidance and education which will enable all youth to make the most of their talents. It urges state branches to work for the ratification of the proposed Child Labor amendment, and for better laws within the states that children may be protected from exploitation.

4. MASTERY OF TOOLS, TECHNICS AND SPIRIT OF LEARNING

The Congress urges the state branches to support actively worthy movements for the improvement of schools, libraries, museums, art galleries, and other educational agencies.

It urges active work in each congressional district in behalf of the new education bill, creating a department of education with a secretary in the President's Cabinet.

We favor methods of selecting state and county superintendents which will secure the highest type of professional leadership in these fields.

The Congress expresses the conviction that equal ability in teaching should receive equal compensation regardless of the grade taught.

5. WISE USE OF LEISURE

The Congress favors a positive program of education in the wise use of leisure.

It urges the state branches to work for higher standards of commercial amusements and for a return to the home as a center of recreational life.

The Congress reaffirms its stand in behalf of cleaner and better motion pictures, and urges its members to use their influence to promote the use of films offering the best type of family entertainment, as well as those of high educational and cultural value.

The Congress further reaffirms its belief that the exploitation of children on the stage for the purposes of exhibition for financial gain is destructive of normal growth and development of children so exploited, and urges its members to use their influence to discourage and prohibit such exploitation.

The National Congress goes on record as opposing dishonest and inaccurate advertising of motion pictures.

6. USEFUL CITIZENSHIP

The Congress urges parents and teachers to give children fuller opportunity for the practice of citizenship through participation in clubs and organizations.

We believe that war between nations as a settlement of international disputes is a crime against civilization, and heartily endorse the outlawry of war. We urge our members to work for its adoption.

7. ETHICAL CHARACTER

The Congress urges its members to foster spiritual training in order to create an atmosphere in which positive and harmonious character may develop.

APPRECIATION

The National Congress gives sincere thanks to the state of California, the Governor, the California Branch, the cities of the Bay region, the citizens, the schools, their officials, the teachers and pupils, the public press and police department, the many organizations and to all the individuals, especially the speakers with their inspiring messages, who have given their best effort to make our sojourn in Oakland a delightful occasion and the thirty-first convention of the National Congress of Parents and Teachers such a noteworthy success.

The efficient service of the colorful group of pages and ushers, the beauty of the platform decorations, and the lavish gifts of flowers, the faithful drivers of the "motor corps," the memorable pilgrimage to Berkeley, the drive and visits to San Francisco and Palo Alto, will long remain precious memories.

Training Youth for Parenthood*

BY NEWELL W. EDSON

*Education Division, American Social Hygiene Association,
Associate Chairman, Social Hygiene Committee, N. C. P. T.*

AS FUNCTIONING fathers and motivating mothers we are becoming accustomed to hear parenthood called the most important profession there is. In fact, if we can give credence to all that modern educators say about parenthood, we may well conclude

that it is about the most important job on earth! However, a convention like this indicates no smugness about our task, but rather a holy dissatisfaction with our methods of doing it and an unceasing search for ways by which we can do it better. These ways are opening up rapidly, thanks to the aid of those interested in child welfare, so that now we are confronted with a bewildering variety of effective helps. As this material has come to us, how many times we have wished that we could study all over again and then have our children! We are sure we could do a much better job if our training had come first.

So engrossed have we been with constant preparation for our task, as our children grow up, we have been slow to recognize that youth need the very pre-parental training that we lacked and that in an amazingly short time they will become parents themselves. I use that word "amazingly" with deliberation, for at twelve a child is still a child, at twenty the child is a potential parent, and at twenty-five the majority of children have become parents. Scarce a decade in which to prepare for this most important profession and the early part of this decade includes years of immaturity! Either youth must be trained beforehand for the job or, like ourselves, must pick it

This remarkable article was one of the outstanding papers presented at the section on "Sound Health," and its publication was requested by hundreds who took part in the discussion which followed it. It is a lesson to parents for their own education as well as for that of their children, and it merits the most careful study.

up as best they can while parents. For let us not forget that they are going to become parents, whether we help them or not! It does not seem particularly sound education for them not to get the benefit of our experience and not to receive training for this profes-

sion. Nor is it a common practice in preparing for other professions—law, medicine, teaching, engineering—to encourage youth to enter them without a highly specialized training.

Parenthood training implies not only the technics of child-raising but the partnership co-operation that makes these technics effective, and even possible. Now passing along to our youth the technics of child-raising is largely a matter of making the best and latest information acceptable to them just as with any other educational technics. Higher educational institutions here and there are realizing their opportunities in the matter and are experimenting effectively with eugenics and the mechanisms of inheritance, with child hygiene pre- and post-natal, with the learning processes in children, and with the beginnings of character guidance. This is pioneer education, and there is much yet to be done before youth can be trained to rear their children in the health, information, skill and social adjustments so necessary for participation in the complicated society of today.

But parenthood training further implies co-operation of mates, the team work of a going and successful home partnership. Training youth for this partnership is by far the most difficult and important part of the educational task. For this home

* Address delivered at the Thirty-first Annual Convention of the National Congress of Parents and Teachers, Oakland, Calif., May, 1927.

partnership is a twenty-four-hour-a-day living together of two emotionally different creatures and involves a daily gamut of relationships as varied as any that humans have. Marriage is not only a mating of individuals but also a mating of emotional patterns of these individuals. These emotional patterns, as we know, are formed all through life, so that youth approaches the home partnership with certain emotional sets based on personal experience, some of which are likely to need re-education if the partnership is to succeed. Preparation for this partnership needs, therefore, to include such opportunity for personal readjustments and such knowledge of and experience with the other sex as will make possible the finding of a suitable mate and permit the adjustments essential to the team work necessary for child-rearing. At first glimpse this seems a stupendous task, especially with the educational machinery we have at present. But it is gaining the solid interest of educators the country over and is coming to be recognized as one of the very important educational problems of the future. Already valuable experiments are being conducted in schools and colleges which make one feel confident that effective methods will eventually develop for making this education possible.

Meanwhile the present situation is complicated for parents because youth are testing us out and find us wanting, as youth have always found elders wanting, and today they are not afraid to say so. In our swing toward scientific training we have taught youth to challenge facts and situations. They see that mating relationships mean much to elders and believe they will mean even more to themselves. Moreover they are not satisfied with our marital experiments and so challenge them. They accuse us, and with some right, of messing up marriage, and we don't attempt to explain our failures. They challenge in Ben Lindsey's clever arguments for trial marriage. They challenge love and find it interpreted in movies, newspapers and modern novels as a matter of thrills, as easily achieved or dropped as a deep intake of breath or a sigh. They challenge the con-

ventions built upon our bitter social experience, and finding no resistance, gaily smash them to bits, with the calm announcement—"Gee, *that* stuff's buried long ago!" They challenge the whole range of sex relationships, and getting no help from us, apply to it their interpretations of freedom. And we elders, busy with our own adjustments, elate with our new-found attainments, satiating a bit the hungers that have long beset us, seem hardly aware that now as never before youth need the best of our experience and guidance and that unless we train them definitely for this home partnership, some of them will experiment and blunder and mess up their lives, and many others will find unhappiness.

I have every confidence in our youth, and I say that in no magnanimous or condescending way. I say it with a firm conviction that no other attitude on our part is logical. They are our children, reared with the best of our experience, and they show the results in dress, manners, unselfish service, conduct and a thousand other ways. I have no figures to prove it, but I warrant that for every youngster who messes up his life there are a hundred who will win through. But that doesn't relieve us, the chief educators of children, of our task of making sure that they win through easily and happily and without a bitter struggle; it doesn't relieve us from the duty of training them definitely and as best we can for their life partnership.

Moreover it is shabby education, just because we are not wholly sure of our sex philosophies, to allow our children to pick up their standards and attitudes and ideals of such important relationships from the back alley and the wise guy and the movie thriller, from salacious literature and the latest news scandal and the love column. Must our youth bootleg its ideal of the home partnership because we are afraid or not fully prepared? Bootleg stuff is risky! Our poorest is better than that. Meanwhile youth are hungry for right interpretations of the sex relationship, they are insisting more and more that their large conferences include this topic. The youth-serving organizations such as the Y. M. C.

A. and Y. W. C. A. are beginning to provide opportunities for discussions of these relationships on fine terms and with high ideals. It is pathetic to watch the eagerness with which young people pelt questions at one who can help them through the mazes of their uncertainties. And these questions are not prurient or silly or merely funny; they show thought and a solid determination to get interpretations that are honest and jibe with their ideals. Every lecturer on boy-girl relationships has had this experience. Yet in lieu of these finer interpretations they accept those of the popular song and the dance hall, the vaudeville stage and the film, the magazines that profess to tell true stories and the newspapers that proclaim they hold back no word of the truth. Now the danger of these experiences is not so much their play on the emotions as it is the shoddy sex-social standards they set up. All too frequently love is presented as a beatific state to fall into, punctuated with series of three-minute kisses; choosing a life mate as a magic revelation based on the thrill of a close dance or an all-night auto ride; courtship as an unalloyed moonlit romance; marriage as a self-seeking, temporary, free partnership, and the honeymoon as an idyll of the Riviera. And through all these interpretations women are usually depicted as creatures to be manhandled and exploited, men as moved primarily by lust, the emotions as sufficient justification for any action, and getting the best of the other fellow as a laudable motive for conduct. Fair play, self-control, unselfishness, thinking first of the loved one, unstinting service, sacrifice that is as much a matter of course as breathing, the prosaic every day-ness of the home partnership, the seriousness of the adjustment periods of courtship and the honeymoon, the give and take so necessary to any partnership, the sticking to one's vow for the very sake of the vow, the dogged determination to make good because of the children, being at one's best always for the sake of mate and babies—these and the thousand and one other things that make the home partnership the finest crucible of character we know, these things, I say, do not enter the picture, yet

you and I know that these are the real interpretations of love and courtship and mating.

Surely we have learned something from human experience regarding these relationships that will help to make our youth finer partners and finer parents. And surely they are entitled to the best of our experience in these matters so vital to them. I believe them entitled to at least the following interpretations:

1. The rôle of the reproductive function in human life. Many parents have done a fine piece of educational work here by answering appropriately and without emotion the child's early questions regarding life origins and then by unfolding gradually the father's part in reproduction, some conceptions of animal and human families and their mixture and clear ideals of motherhood and fatherhood. But many more parents have done nothing, could do nothing, and ought to do nothing. Their children have acquired twisted facts and ideals that need to be relearned.

2. The significance of growing up, physically, emotionally, mentally, socially, spiritually. Adolescence as preparation for adulthood.

3. The part emotions play in our lives, what emotions are and do, how their expression may be guided, the importance of self-control. This is a most neglected phase of education, yet in importance is second to none. For emotions are not only motivators of conduct, they color our acceptance of facts, clog our reasoning through biases and prejudices and hamper the best expression of our purposes. Moreover, emotions may be trained to respond, in definite ways. This is as true of sex emotions as of others. Since adolescence is the thrill-seeking age, youth, without the balance of social experience, need to learn the dangers of emotions, teasing and the limitations of emotional control. It is rank unfairness to our youth to leave their emotional training to be acquired by the trial and error method.

4. Very definite conceptions of fair play, unselfishness, altruism, democratic service, sympathy, devotion, sacrifice, sacredness of a vow, dogged persistence, maternity, pater-

nity, parental responsibility—all factors so necessary in making a successful home partnership.

5. A thorough understanding of the whole extent of sex relationships: sex attraction, acquaintance, comradeship, affection, friendship, choice of mate, love, courtship. This should include interpretations of falling in love and sham love, and standards for mate choosing, the ethics of courtship, the range of mate adjustments.

6. Explosion of the commoner sex fallacies.

7. A simple understanding of the usual results of sex gone astray: prostitution, the venereal diseases, illegitimacy, the casual delinquent, etc.

8. A definite knowledge of the significance of the home partnership and its rôle in the lives of the mates and of society and of the need to prepare for it. In a society where the increasing complexity of ordinary living makes adjustment with our fellows more and more difficult, the home partnership is the ultimate of human adjustment and demands the greatest variety and efficiency in skills our boys and girls can acquire—skills of hand and head and heart, which need to be learned before the partnership is formed.

9. Certain truisms which belong with the above material but which need statement here:

a. Without in the least minimizing the importance of the sex factor in human life, physical sex-relations are not the dominant or the all-absorbing interest of married life that some literature and drama would have us believe, and individuals may live a normal life who aren't constantly swayed by sex appeal and sex emotions.

b. The Freudians to the contrary notwithstanding, love is made up of many other elements beside the reproductive urge, altho this is basic and wholly respectable and needs socialization like any other urge.

c. Monogamy is probably our oldest human institution and is the best experiment yet devised for rearing children. The proponents of some other form of marital partnership have much to do to establish a case

for their particular experiment. And this astonishing success of monogamy has been attained in spite of our lack of teachings about it, at least in recent generations. It would seem sound education to declare that we might expect a better product if we taught youth definitely concerning it.

d. There is no magic in the marriage ceremony which suddenly transforms youth and maid into successful home partners. They carry over into the partnership the attitudes and standards and ideals they have learned as growing boys and girls. In other words, they are preparing themselves for their partnerships *now*. It is shabby education not to let them realize this fact and not to give them our best help in this preparation.

I should call the foregoing a statement of the minimum essentials of interpreting the home partnership to youth. Wouldn't it seem as though the best of our human experience in these essentials, put into persuasive and attractive form, would help youth to do a better job than is now the prospect for most of them? Wouldn't it seem that nothing less is sound education?

I have spoken of necessary interpretations. Youth also need guidance, altho it may be reluctant to say so. The individual boy and girl need many opportunities to work and play and plan and think together with the opposite sex, to learn what sort of creature it is and how it reacts. And then they need a chance to come back and talk it over with those who can set them straight. They want such guidance, not domination, not back-seat steering, but the guidance that points the road and lets them steer. For youth need all the practice in steering they can get if they are successfully to guide their home partnerships. One of our educational tasks as parents is to see that they get as individuals a great deal of wholesome experience in boy-girl relationships.

So I plead for the training of youth to parenthood. I plead that they shall understand themselves and the functions that motivate their lives, that they may have fine interpretations and wholesome experiences in the range of relationships that build

for the home partnership. Our children are entitled to this education, partly because they are our children, but more because they are the parents of to-morrow, so soon to replace us in these councils, and because they have future homes in their keeping. It makes little difference what we call it, sex education, guiding boy-girl relationships, social hygiene. It makes a world of difference whether or not we as parents *do* it. Moreover I plead that you resolve to interpret to other parents their opportu-

nities in this matter. There is little here that you can't do. You may not have technics in one direction but you have enough to begin on in another. You may have to do some studying. You may have to face some situations you can't see clear through, but courageous parents are used to that. Youth deserve and are eager for this training. Parents can be shown the way. Methods are being rapidly worked out. Herein, I am convinced, lies our great opportunity for progress in parenthood.



Maryland Grandparents' Auxiliary of the Parent-Teacher Association

THE first Grandparents' Auxiliary to a Parent-Teacher Association was recently founded at Schools 96 and 98, Baltimore, Maryland. Thirty-three grandparents became charter members, four of these being great-grandparents. All charter members received bouquets of violets and the eldest of the great-grandparents was presented with a basket of roses. Officers were elected and two meetings a year were decided upon.

The program included Readings and Pantomime, illustrating the grandparents of thirty years ago, and today. The Grandmother of thirty years ago wore a long figured dress and apron. She was seated near a table which was covered with a red table cloth and on which a lamp was placed to give light for her in darning the hose for the family.

The modern Grandmother wore an evening dress. Seated by the bridge lamp and radio, she was engaged in reading the latest magazine. The radiator of the up-to-date heating plant was shown in the background. Table decorations were trellises of Morning Glories.

Much enthusiasm has grown out of this movement to have grandparents occupy a place of honor in the club activities.

THE WIDER USE OF LEISURE*

BY GLENN H. WOODS

*Director of Music, Oakland Public Schools, Oakland, California
Associate Chairman, National Committee on Music, N. C. P. T.*

MUSIC

GEORGE MALCOLM STRATTON, in his book, "Developing Mental Power" (page 70), states, "If a child be more than his information, we shall not neglect his taste. He will be sensitive to beauty, but by some toughening of his fiber, he will escape daintiness and a repugnance to what is wholesome and of the soil."

"He will know the way into the enchanted world of music, and painting and literature, but with a strengthened grasp of common duty. He will not treat lightly what he owes to family and friend and to plain man everywhere."

You, the National Congress of Parents and Teachers, are interested in children; not yours alone, but all the children of all the people.

This interest cannot be casual, it must be definite; it cannot be haphazard; it must be systematic.

Too vital is the welfare of the child to be approached with less than sacred devotion. Too vital, to permit interest to lapse into indifference or solicitude into carelessness.

For these reasons, the suggestions that follow will be framed in plain words, considering our common obligation to the child rather as a privilege than as a duty.

Kindly take cognizance of the sequence contained in the opening quotation—Information, Taste, Beauty, Music, Duty, plain man everywhere.

INFORMATION

A child goes to school to learn. Information cannot be acquired without *work*. The first lesson, then, every child must learn is to work. Repetition builds a reputation.

Mr. Woods conducted the community singing at the Oakland Convention, and his classes in Song Leadership drew a large attendance. He speaks here of the things he knows.

No doctor ever became famous by performing one operation; no lawyer ever became great by winning one case. Only by doing over the same thing many times

does one become expert.

The power within the individual to submit to the grind of repetition, to do better each time the thing frequently done before, is work.

How many individuals have this power?

Is it a gift of the Gods or can it be acquired?

If the energy to *do* is dormant, can it be stimulated into productivity?

Our stage is nicely set now for the grand entrance of the Parent, in whom alone rests the Power of Authority tempered with Patience and endowed with Encouragement.

Routine is a hard taskmaster, but the reward for the gruelling ordeal is a genuine power of accomplishment of which the individual cannot be robbed. Information can only be acquired through study. Study is the routine of daily application. Routine is work; work generates power; power illuminates the individual; that individual is the child in the making.

It is your responsibility as Parent to develop in the child the willingness to work, for in the final equation that must be engendered by the authority of the Home.

TASTE

If water rises no higher than its source, the individual rises no higher than his taste as evidenced in selection.

This is reflected in the associates he chooses, the books he reads, the places he goes, and the ways he conducts himself.

If his associates are mongrel, his reading

* Address delivered at the Annual Convention National Congress of Parents and Teachers, Oakland, Calif.

flimsy, public halls his haunts, his tastes will be vitiated beyond argument.

"Familiarity breeds contempt" for sordid things only when taste, educated by contact with finer experience, can evaluate selection and prompt proper discord.

While the public schools endeavor to present a standard of musical experience for all children, they can hardly be held accountable for the same proficiency in all students that a well-schooled special teacher can achieve teaching one at a time instead of thirty or more.

Taste or appreciation in the selective arts, as compared with commercial subjects is, first, an indication of home environment and the ideals engendered there; second, it is possible to develop this appreciation without a background of the "home elegant."

This responsibility rests entirely upon the public schools. They must supply the environment when the home fails; must expand the experience when the home encourages.

Here is delegated the second assignment wherein the Parents' and Teachers' Congress can lend aid in developing a wider use of musical instruction, the selection and employment of better teachers, and a much larger program of musical activities, in every public school.

Experience, association and real contact with more and better music, compose the only process by which, and through which, may be developed in each child a discriminating understanding of music, which shall call into being a preference for such music as is indicative of a finer inward response to all tonal beauty and design.

BEAUTY

"So long as we laugh when we are joyful, and weep when we are sick and sorry; so long as we flush with anger, or grow pale with fear, so long shall we thrill to a golden sunset, the cadence of an air, or the goomy spaces of a cathedral."—Edith Puffer, in "The Psychology of Beauty."

Beauty! To whom is it ever present? What kinds of beauty impress? What kind

of persons respond differently to various kinds of beauty—

Must one be blind that he become more sensitive to sound?

Is deafness a calamity if our first vision of nature's beauty is awakened?

Is the appreciation of beauty a handicap, or utter disregard of its attractions a mark of distinction?

Has commercial dominance robbed us of all sense of beauty?

No doubt by this time you are thinking that this is a new series of "Ask me another." Well! I will.

America is known as a commercial nation—

The schools, from kindergarten through college, emphasize the business and vocational courses—Money is the ideal. Men are not rated among their fellows so much upon character and integrity, as on their possession of worldly goods, and their close association with intimate cash.

"What doth it profit a man if he gain the whole world, and lose his own soul?"

Where in the scheme of modern education does the soul receive consideration? Where has it been hiding? When did it emerge and where is it going?

Beauty is of the soul, and the soul has no commercial value.

The grace of poetry, the glory of a sunset—the inspiration of a picture, the imagination of the drama, the nobleness of character, the dignity of architecture, the chords of sublime harmony, the fervor of religion, are all elements of beauty, to which the soul responds.

Beauty is with us and of us, yet the ills of the social life about us bespeak the lack of its nurture.

Man lives but a short span of years, and the craving for "things beautiful" increases with the years. The soul of man, even with wealth at its command, yearns for contact with, and appreciation of, those elements of beauty contained in the graces of the Arts, and in these Beauty is ever dominant.

Again, you, the Parents are admonished to stress Beauty in the service you render to the Youth of the Land.

MUSIC

At this juncture quotations flaunt themselves conspicuously. "I Hear America Singing"—Walt Whitman. Strange to relate, by way of comment, that Americans talk so incessantly that they rarely hear anything. "American Singing" is a poor translation of "America Yelling." Too much time is spent in high school and college in ruining good voices to develop "peppy yells"—a relic of the Indian war-hoop.

We are a noisy people—what with the banging of street cars, the tat-too of air hammers, the roar of trains, the chugging of motors, the clanging of bells, the tooting of whistles—it is no wonder that we thrill at "static" and buy more batteries.

Will America ever enjoy Music in its leisure, or relax enough and listen long enough to become sensitive to beauty of sound instead of quantity?

Much progress in commercial fields is estimated by inverse ratio, but in music the ratio is parallel, for the conversation swells in fortissimo with the music, and even Symphony Orchestras frequently play beautiful accompaniments to conversations.

Music is glorified sound, and sound must be heard to be enjoyed. The American public spends much time "listening in," but little time "listening to."

If "silence is golden," we are not financially but artistically embarrassed.

The influence of the Congress of Parents and Teachers can do much for the cause of Music by helping to remove its greatest handicap—the interference of sound.

"To know anything without being able to do it, it is to know it poorly."

"One's knowledge grows in proportion to one's doing."

"What is Education?" (E. Moore.)

No argument is needed to connect these truisms with music study for boys and girls.

Learn to play or sing and you know something about music. Expand the experience by further study and continued practice and you have musical knowledge of real value.

Musical ability is not difficult to acquire,

but few pursue the subject long enough to achieve measurable results. If "one's knowledge grows in proportion to one's doing," a student must do sufficient daily practice to translate symbols and technique into musical sounds pleasing to himself and neighbors alike.

Parents can render much aid to the young people studying music by supervising the practice hours. Little can be accomplished unless the work of the student is uninterrupted. Distractions of any kind dispel concentration, and the student who makes the most rapid progress is fortunate because of service rendered him in the Home by helpful and watchful care, and firm insistence upon daily practice.

The boy, in particular, needs encouragement with his music. Grumble, he may, and growl, he will, when practice interferes with play, but in maturer years he will use and enjoy his music, forgetful of the forced practice hours, lost to play, but later resurrected in useful enjoyment of leisure.

DUTY

What is our joint responsibility as Parents and Teachers to the youth of the land?

In the span of Life we cannot escape contact with music in some form.

Must we evaluate it as community enlightenment, group or social intelligence, an acquisition to amusement or personal information?

Many arguments can be presented in favor of each, and our duty to each is challenged and aroused, but the Child is the unit around which all group activities of any kind concentrate.

Our duty of "plain man everywhere" is our duty to the individual child—our responsibility is intimate, for the ultimate outcome of music instruction, for the Youth, must be the result obtained by a common interest; a joint co-operation and a combined effort of Parents and Teachers.

May the goal upon which our vision is focused, remain as fixed as the purpose of our common concern "the wise use of music in the leisure of the boys and girls of America."



*Am. Child
Health Ass'n*

The Present Emphasis in Recreation*

BY GEORGE W. BRADEN

Special Representative, Western Division, Playground and Recreation Association of America

FEW national organizations have done more to forward the cause of community recreation and more specifically, the playground movement, than the National Congress of Parents and Teachers. My own contact with the energy and resourcefulness of this great movement in serving the cause of recreation dates back more than twenty years and at the present time I enjoy a most happy co-operative identity with its State organization at work in the Western Division which I serve.

In presenting what I have to say I am taking it for granted that my hearers are sympathetic with the idea that land and structures, institutions, social machinery, governmental machinery, the Church, scientific adventure and experimentation, are for the development and service of humanity. In the field of recreation, the chief end is not land, structures and facilities; legislative enactments; technique of departmental arrangement; nicety in program emphasis and the professional dignity of the recreation workers, but the health and happiness, physical fitness, moral integrity, and the citizenship of boys and girls, men and women, in every nook and cranny and in whatever station in life they may find themselves. In other words, leisure time facilities, opportunities, program and leadership must needs be of, by and for the people if desired ends are to be achieved.

Up to a few years ago whenever a social need was discovered, our immediate thought was to create another institution and in most cases solidify the idea in bricks and mortar. After several centuries of experimentation, at the present time we have made fair progress in the field of social service and recreation under public auspices, although there is still a great deal of hesi-

tancy in making possible a full measure of service in these two fields.

"America is not lacking in institutions but in great earnest, unselfish, fervent leaders willing to go the limit for a cause. An idea is apt to lose force and momentum as it becomes institutionalized." *A man has to live with himself a good many years and it is our job to help him become good company for himself in his leisure hours.* A recent editorial in the *Sunset Magazine* referring to the five day work week said: "What will we do with the additional leisure time? That is far more important than the cut in the working week."

I grabbed this from a magazine article recently, I don't remember just where: "Tell me how he plays and I will tell you what he weighs," the thought being that adults who engage in tennis, golf, hiking, and outdoor life are apt to be at better weight than those who spend their leisure at poker, shooting pool and warming a seat in the bleachers. Perhaps, after all, the bigger things are the contagion of personality, the vividness and reality of contact, the keeping vigorous the heart-beat of the full understanding of the problem and a willingness to sacrifice in order to meet and solve the problem.

Five strands in the fabric of community recreation are: physical activities, social contact and satisfaction, the City Beautiful, community arts, and the outdoor life appeal.

(1) Physical activities:

Ample provision and leadership should be made for physical plays, games, pastimes and sports. "Everybody in the game and a game for everybody." Boys are forgetting how to play baseball in many cities because there is no place to play baseball; even the back lots are passing and modern trans-

* Address given at the National Convention at Oakland as a part of the Recreation Program.

portation has made play in the street dangerous. The vicious back-alley "Micky McGuire" gang leadership can be transferred into the enthusiastic uniform team under wise leadership.

Facilities for physical activities will include the backyard playground; the within-the-block play lot in congested areas; the neighborhood playground usually of at least five acres on or adjacent to a school and located so that no child has to go more than a half mile to get to it; and the district school park playground with a larger proportion of facilities for high-school age students, working young people and adults. Ordinarily there should be at least twenty acres in such a recreation unit and it should be so located that those using the facilities do not have to go more than a mile or at the outside a mile and a half to get there.

Major recreation park units—The major recreation park will continue to make its larger appeal and render its larger service on week-ends, holidays and during the vacation period. Here the chief emphasis is on family unit participation and facilities will include children's playground; swimming pool; adult service units such as lawn bowls, roque, horse-shoe pitching, archery lanes, large battery of tennis courts, major sports fields, municipal golf course and the recreation pavilion for bowling, dancing and social games. This type of service is regional in character and not limited to a great extent by distance. Leadership will constantly stress the thought of universal participation, drawing out and developing personal capacity, initiative and resourcefulness and gradation of service adapting the program to age, sex, physical condition, emotional developments and citizenship requirements.

(2) Social opportunity:

The European understands and makes very much better provision for social requirements than the American. I counted upwards of 900 people on a late spring afternoon in the Public Square at Modena, Italy, at tables in front of the numerous cafés in friendly social intercourse, the majority, too, not drinking liquors and wines but chocolate and coffee. The European

also understands much better than we do how to observe the traditional holidays. Too frequently such limited provision for social intercourse as we do make is mechanical, trite, and largely lacking in comradeship and warm, genial sociability. We are so apt to be so enamored with the technique of the arrangement that we fail in joyous participation.

Municipal recreation departments and private social machinery should give increased attention to right social opportunity for play away from home for young folks of marriageable age who because of housing arrangements find right social contact difficult, chances for family unit participation and for carrying social cheer to shut-ins.

(3) The City Beautiful:

Ugliness is the most costly thing in any city. It depresses morale, lessens working efficiency and distorts emotional expression. It is estimated that the beauty of Paris is worth not less than \$25,000,000 a year to the city through the inflow of tourists who are charmed by her beauty. Fortunately our American cities are rapidly awakening to the economical and spiritual value of right approaches, civic centers, architectural requirements and the development of boulevards, strands, water ways, art objects and enhancing long vistas. One American city will be investing upwards of \$89,000,000 before 1935 to make possible the City Beautiful.

The presence of beauty gives poise, power and tranquillity. There is tremendous recreational value in living in a city where contact with beauty in nature and art is constant. People ought not to have to make a trip across town to get a glimpse of growing trees, colorful flowers, and noble edifices. In cities like Paris and Washington the citizen is never far from the beautiful. Some of our cities have been all too slow, not only in conserving their natural beauty but in creating additional beauty of land and structures.

(4) Community Arts:

It was inevitable that in the earlier years and also with the advent of power and later super power, that the energies, resourcefulness, and ingenuity of the typical

American be concerned primarily with felling trees, mining ore, bridging streams, spanning a continent with ribbons of rails, hogs and hominy, bank exchange, building reports, and subdivisions. It has been inevitable that we have been concerned in the past largely with problems of food, shelter, clothing and the mart but we have been too prone to forget that life doesn't consist of bread alone. Mathew Wohl, one of our great labor leaders, speaking at the Springfield Congress of the Playground and Recreation Association of America said: "Yes, labor wants bread but we want roses, too."

While we need to constantly emphasize the importance and necessity of production by youth in play of ancestral, physical and emotional expressions, there has been a lack of proper emphasis on the community arts of civilized life. Particularly in the carrying over of a satisfying leisure time life for middle age and beyond, we need universal participation in the understanding and appreciation of music, literature, graphic arts and the beautiful in nature. Schooling for leisure is America's obligation and opportunity.

The development of art in America as compared with Europe and, some would say, with the Orient, has been slow, jerky, uncertain, out at the elbow and the knee, and, to say the least, meager, but after all, the thing that gives us hope for the future is not what we are but what we are becoming. On every hand we now see the evi-

dences of budding art—a seeking for the things that satisfy the spirit.

(5) Outdoor life appeal:

The "back to nature" movement is a very real one. Comprehensive city planning for recreation will normally include one or more park reservations, affording citizens opportunity for contact with the great outdoors. Increased opportunity for outdoor recreation is also being made through county park reservations and increased provision by states and the Federal government. Park reservations should be kept in the natural state. Here is not the place for landscape effects and cultivated flower gardens. Structures should be few in number and should harmonize as fully as possible with the environment. Streams should be protected from pollution and everything possible be done to prevent loss of verdure, tree, shrubbery and flower by fire or mutilation of thoughtless campers.

(6) How the Congress of Parents and Teachers can help:

Space does not permit of my going into detail on ways and means of extending the tremendous community recreation service already undertaken by your National organization. I would simply advise that you give the fullest possible support to your own State, District and Local Recreation Chairmen, frankly suggesting ways in which you feel the present plans of work can be improved. May we not together go forward to that happy time when no boy or girl can say "I didn't have a chance."

FROM THE ADDRESS OF THE PRESIDENT, MRS. THEODORE W. BIRNEY, SECOND ANNUAL CONVENTION, 1898

"Our appeal then (1897), as now, was to all mankind and to all womankind, regardless of color, creed, or condition, to recognize that in the child lies the hope of the race, and that the 'republic's greatest work is to save the children.' It is not possible to limit such principles to either sex, to any set of individuals, to married or single. Such an appeal is to all humanity on behalf of humanity; and as fast as adults cast aside their indifference and enter more fully into the study, life, and needs of infancy and childhood, just so fast will the regeneration of the race be effected."

"It seems to me that all should perceive what intelligent parenthood means for the race, and that to attain it is as well worth our effort and attention as is the study of Greek, Latin, higher mathematics, medicine, law, or any other profession."



“Personally Conducted”

BY MRS. GEO F. TILTON

Director of Public Welfare, C. C. P. & T.

CALIFORNIA'S last gesture of hospitality to officers and delegates of the National Congress of Parents and Teachers in attendance at the Los Angeles Convention of the California Congress, was outstandingly “different,” from the many other pleasures extended; it took the form of a drive to the Studio of Famous-Players-Lasky, in Hollywood.

A party of fifteen National guests enjoyed the privilege of a personally conducted tour through this studio, which, covers sixteen acres, teeming with activities necessary to adequately carry on the volume of business for Motion Picture production.

Mrs. John R. Doran of San Bernardino, California, State Chairman of Motion Pictures, arranged this happy outing, through Colonel Jason S. Joy of Hollywood, who is Director of Industrial Relations for the Association of Motion Picture Producers Inc.

Arrived at the Studio, the party was

greeted by Mrs. Joy, then entered the office and registered, dividing in three parties, each with a guide. Colonel Joy led one party, including Mesdames William Brice, J. E. Jeter, P. F. Vose, G. F. Tilton, John R. Doran, and Miss Clara Wheeler.

The properties room was the first scene visited, a huge place filled with valuable settings for every kind of scene of any period called for by a picture. Then on to the work-shop where a small army of craftsmen were constructing so many things that the visitors were dazed, then to the Art-shop, a unique spot, where the raw product for plastic art takes form under skilled hands—and the human form and physiognomy are reproduced in startling likeness as well as many forms of still life. The vast array of human arms and hands, cast to simulate every gesture and position for portraying emotion, called forth much comment from the party as well as the “real” (but sham) vases of “priceless

value," constructed especially to be shattered in crises or through carelessness.

Twelve o'clock having struck, the entire party met at the office, and were driven to the famous "Montmartre" café where a "feast luncheon" was served, with Colonel and Mrs. Joy as hosts to the party which included the following: Mrs. A. F. Fanger, Florida; Mrs. E. W. Frest, Arkansas; Mrs. Homer J. Miller, Indiana; Mrs. J. D. Reagan, Arkansas; Mrs. Jennie Nichols, Washington; Mrs. Arthur Tufts, Georgia; Mrs. Paul F. Vose, Georgia; Miss Clara Wheeler, Michigan; Mrs. Harry Simones, Virginia; Mrs. E. C. Mason, Massachusetts; Mrs. Louis T. DeValliere, New Jersey; Mrs. J. Sherman Brown, Colorado; Mrs. Wm. Brice, Jr., Pennsylvania; Mrs. G. S. Rafter, District of Columbia; Mrs. George F. Tilton, California, and Mrs. J. R. Doran, California.

The next and culminating interest point was the studio school, a smiling little house in the midst of flowers and lawn on one of the wide paved avenues within the studio

grounds. A smiling young teacher presides happily as instructor to the children who are players in the films.

The School and Child Labor laws of California are carefully observed, and means of recreation are provided. Two happy looking youngsters were present and studying the prescribed lessons attentively when the visitors called.

The "heart" of the trip was a "look in" at the shooting of a scene of "We're All Gamblers," directed by James Cruze, in which Thomas Meighan posed to be "shot." In higher Movie circles, the release of "We're All Gamblers" is awaited with keen interest, as the work of the director, James Cruze, is established through such classics as "The Covered Wagon," "Old Ironsides" and others.

The popular leading man, Mr. Thomas Meighan has the distinction of being one of the first to be featured as a star in films, and through fine clean characterizations has maintained his high place.

The Last Call for Playground Gifts!

IF YOUR association or council has been cherishing the idea of a community playground, it may not yet be too late to apply for a \$2,000 gift of playground land from the Harmon Foundation. But act quickly!

Ten of the twenty-three playgrounds to be given to growing communities this year by the Foundation have been awarded at this writing. Though a decision on twenty-four other communities is pending, there is opportunity for additional applications.

To be considered, a town must have had a population increase of thirty per cent or more since 1900 and have at present at least 2,500 population. Evidence must be given of sufficient local enthusiasm in the offer to justify the contribution.

The towns and cities which have already won playgrounds are Fayetteville, Ark., where the Parent-Teacher Association and the School Board took the initiative in securing the gift, Auburn, N. Y., Lawton, Okla., Charleston, S. C., Bellevue, Ohio and, in Pennsylvania, Kennett Square, Lock Haven, Punxsutawney, Parkesburg and Souderton. Considerable interest in the awards has been shown by Parent-Teacher groups throughout the country.

All inquiries and applications should be addressed to the Playground and Recreation Association of America at 315 Fourth Avenue, New York City, which is administering the awards.

CHILD DEVELOPMENT

BY BIRD T. BALDWIN

Manager, Bureau of Child Development, N. C. P. T.

THE modern view point in Child Development holds that the child is an integrated unit; that one must consider the physical, mental, emotional and social sides of the child as functioning together; and that neglect of one side means an underdeveloped child now, a maladjusted and unhappy person later.

Nature, alone, does not endow the parent, nor any one else, with the vast amount of knowledge necessary for assisting in the complicated process of the development of the child. To know, one must study, carefully and fully.

A growing realization on the part of parents that serious study of all phases of child care and development is necessary and an increasing demand for materials for study are continually evidenced. During the year 1926-1927 requests for definite information, and for suggestions for parent-teacher programs have come to the Bureau of Child Development from many sections of the country.

To meet the demand for information of the kind indicated above, and, at the same time, to show, in some part, the actual extent of the movement in studying children, scientifically and thoroughly, the Bureau of Child Development has compiled the following, brief outline.

In order to concentrate on a program in child development, there must be co-ordination in the National Congress of Parents and Teachers and in its State Branches, of the work in the departments and standing committees dealing particularly with the child in the home, in the school and in the community.

The committees given herewith are listed so as to show that the Bureau of Child Development will serve as a co-ordinating center for these committees and as a consulting intermediary between the work of the committees and the executive committee in all problems relating to content and methods of work but not in administrative

problems, which should be dealt with as at present.

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|-------------------------|-------------------------|
| 1. Citizenship. | 11. Motion Pictures. |
| 2. Art. | 12. Music. |
| 3. Child Hygiene. | 13. Physical Education. |
| 4. Children's Reading. | 14. Preschool Circles. |
| 5. Home Education. | 15. Recreation. |
| 6. Humane Education. | 16. Safety. |
| 7. Juvenile Protection. | 17. School Education. |
| 8. Kindergartens. | 18. Social Hygiene. |
| 9. Legislation. | 19. Spiritual Training. |
| 10. Mental Hygiene. | 20. Study Circles. |
| | 21. Thrift. |

Many of these committees have issued leaflets containing information on the work of the committee. The leaflets may be obtained as follows: order free literature from the office of your State Branch; order literature for which there is a charge direct from National Headquarters, 1201 16th St., N. W., Washington, D. C. A List of National Publications, together with an order blank, may be obtained free from your state office.

There are a number of universities and schools now doing intensive and scientific study in the development of the child. Of these the following may be mentioned in order to indicate territorial distribution: Columbia University; New York State College of Home Economics, Ithaca; Yale University; Dr. Thom's Habit Clinics, Boston; University of Cincinnati; University of Chicago; Institute for Juvenile Research and Elizabeth McCormick Memorial Fund, Chicago; Merrill-Palmer School, Detroit; University of Minnesota; University of Iowa; University of California; Leland Stanford University. The National Research Council, Washington, D. C., through its Committee on Child Development, is instrumental in furthering research in the fields of child development. The National Council of Parental Education, formed at the Bronxville Conference on Parent Education in October, 1925, states as its aims: "to collect and make available research material and other information, on child study, of use to parents and all in-

terested in children, to provide a clearing-house for plans and projects and to formulate standards for workers in the field of child study and parent education."

Some of the colleges, universities and schools which offer full credit courses and extension work in child study are: the state universities of Alabama, California, Georgia, Illinois, Iowa, Minnesota, Nebraska, New York, Oregon; the privately endowed universities of Chicago, Cincinnati, Columbia and Western Reserve; Merrill-Palmer School, Detroit. The credit courses in the institutions are primarily for parents to be. But there are already a number of actual parents who are regularly enrolled for the work. Extension courses are taken chiefly by actual parents. Nursery schools attached to the educational institutions give opportunity for observation and practical work with children.

Many of the schools listed above offer also summer courses on this subject.

In a few places training for parents to be, or pre-parental training as it is called, is being given in grade and high schools. Here, too, nursery schools are maintained for practice with real children. And experience shows that the nursery school children, far from being harmed by being "practiced upon" are benefited thereby.

There are numerous national organizations, bureaus and agencies which have materials of various kinds on child care and training and from which, pamphlets free or at small cost, may be secured.

There are several good magazines in the field. The CHILD WELFARE MAGAZINE, official organ of the National Congress of Parents and Teachers, carries each month not only association news, but also interesting and suggestive articles on child care, training and growth by recognized authorities; and carefully planned study outlines of several helpful books.

In addition to the books outlined for study in the CHILD WELFARE MAGAZINE—"Mothers and Children," by Dorothy Canfield Fisher, "Wholesome Childhood," by Groves and Groves, and "The Problems of Childhood," by Angelo Patri—several others recommended are:

a. *Child Guidance*, by Smiley Blanton and Margaret Gray Blanton.

An interesting and readable statement of how children learn, with instances taken from the authors' records to illustrate, and practical suggestions as to various ways of handling situations that may arise. Particularly applicable to city children. Published by the Century Publishing Company. Price, \$2.25.

b. *Psychology of the Preschool Child*, by B. T. Baldwin and L. I. Stecher.

A semi-technical discussion of "a series of three years' observations and experiments on normal and superior children from two to six years of age in the Preschool Laboratories of the Iowa Child Welfare Research Station"; dealing with physical growth and mental and social development. Published by D. Appleton and Company. Price, \$2.25.

c. *The Health of the Runabout Child*, by William Palmer Lucas.

An instructive and entertaining statement of how, and how much, a child grows physically from two to five years, with some discussion of the mental and emotional factors involved, and some common sense advice. Published by Macmillan Company. Price, \$1.75.

d. *Guidance of Childhood and Youth*, edited by Benjamin F. Gruenberg.

Semi-technical; selected readings from various recognized authorities. Published by Macmillan Company. Price, \$1.50.

e. *Nutrition and Growth in Children*, by William R. P. Emerson, M.D.

A semi-technical discussion of all the things that affect nutrition and growth in children; what is malnutrition, how to avoid it and how to overcome it. Liberally illustrated from the author's records and containing many practical suggestions. Published by D. Appleton and Company. Price, \$2.25.

f. *Feeding the Family*, by Mary Swartz Rose.

Practical talks on foods and feeding. Suggested menus. Published by Macmillan Company. Price, \$2.50.

g. *Psychology of Childhood*, by Norworthy and Whitley.

Semi-technical. Published by Macmillan Company. \$2.50.

h. *Parents and Sex Education*, by Benjamin F. Gruenberg.

A fine discussion of the meaning of sex in life, personal hygiene and habits, the parents' attitude toward the child's questions, and suggestions and materials for answering those questions. Published by the American Social Hygiene Association, 370 Seventh Ave., New York City. Price, \$1.10.



2. SUCCESS AND SATISFACTION

THIS gives us the second law of learning. Whatever we do with *success* and *satisfaction*, we tend to do again. We have begun to build a habit of doing. Whatever we do with *failure* and *annoyance*, we tend *not* to do again. We have begun to build an aversion to that doing. What we do with success and satisfaction, that carries itself a little bit next time; whatever we do with failure and annoyance we tend not to do again. It carries itself the other way. If that were not true, how would you ever learn anything? A small boy can't catch a ball. An older boy throws it to him, the smaller boy tries to catch it, misses; he misses again and again, but he keeps on trying until after a while he can catch it. He practiced it wrong every time at first. If he practiced missing, why didn't he learn missing? That's where *effect* came in. Whatever we do with a sense of failure, we tend not to do again. That is how we learn and profit by experience. If it weren't for *effect*, we would learn all our mistakes as well as our successes. Do you see, you might do the thing wrong nine times and right once, and if you regretted the nine times, then you would tend not to do it that

What Is Involved in Learning?

PART II

BY WILLIAM H. KILPATRICK

Teachers College, Columbia University

way. Do you see I am talking about the doctrine of repentance?

If our young people are to improve, we must somehow, some way, work on them so as to call out the best that is in them—call it out in such a way that the good succeeds and they are glad of it and the wrong fails and they are glad of that, or if the right fails, then they are sorry for it. I say it is our business to manage things, arrange the environment, to call out what is in them—do you see we have to begin where *they* are; there is no place else to begin. If they haven't it in them, they can't practice it. We have to begin where they are and get them to act that way with the right attitude. But it is their practice and their attitude that count. Except as what we think about it gets hold of their practice and their attitude favorably, what we think about it doesn't count. Why that word "favorably" there? Our way of telling people they did wrong may get hold of them the wrong way, may make the boy, for instance, say to himself, "If that's the way you feel about it, I won't try the next time." Grown people feel that way, too. Then what we have done with failure and annoyance, we tend not to do it again. These things hold just as true of old as of young, but we see them clearer in the young. It holds true of all ages that the attitude determines the direction of the practice.

3. ASSOCIATION

Another factor in learning is what I shall call *association*. I will give you the classical instance of this. A Russian psychologist, Pavlov, took an ordinary dog with a

dog's ordinary interest and brought to this dog a savory piece of meat and held it out to the dog's nose. He held the meat, the dog's mouth watered, and then he rang a bell so the dog could not help hearing it. The next day the same thing: meat, dog's mouth watered, bell. Third day same thing, and the fourth. After a while he rang the bell and the dog's mouth watered, with no meat there at all. Do you see that association had actually happened? The ringing of the bell and the meat had got so associated that what at first—the meat—would make the mouth water now was not needed; the bell, by its association, would make the mouth water.

This has a great deal to do with the way we learn likes and dislikes. Not so long ago I was on a train reading a book. On the back of the cover it had a name label with a red strip, and a red strip above and below. I hadn't even seen that, being interested in the other side of the book. A friend of mine got on the train, and he asked, "What is that red book you're reading?" I told him it wasn't a red book, that it was a scientific book. He answered, "I'm talking about the red strip there." I asked him what was the matter with that, and he answered, "Every time I see a book colored that way, I feel an aversion to it." "How's that?" "Way back when I was young, I took a course that I disliked very much, and the text-book was colored just that way; and from that day to this every time I see a book like that, I feel an aversion to it. But I've even forgotten what the course was now." The course made him feel the aversion, but after a while just the color made him have the same feeling.

Now, that has tremendous significance for us. We have excellent reason for believing that, with three or four exceptions, all children's fears are learned just that way. There is no adequate reason at all for believing that people are by nature afraid of snakes or worms or little, many-legged creatures. These fears are all learned. Some mother drew back in horror when the child became interested. "You mustn't touch it; it will poison you, bite you." She showed by every look and tone

her own fear. That is the way our children grow to be afraid of things. That is the way we get our likes and dislikes almost altogether.

4. ATTENDANT LEARNINGS

We have seen three ways by which learning takes place. There is one other: How many things do we learn at once?

Now most people would say, "One thing." That is not true; *we never learn just one thing at a time*—if the time lasts any time. Let us take an instance from school: The teacher says, "Children, take your book of selections, turn to page 73 and learn that poem in the next twenty minutes." They set to work. At the end of twenty minutes let's see what John has learned.

First, there is the poem itself to consider. Can John say the poem? Maybe he hasn't learned it at all. Maybe he has learned it perfectly. There is a wide range there, between zero and one hundred. He is somewhere on that line.

Now, how did John like the poem? We were not talking about that? The teacher didn't say anything about that? But, just the same, John had a feeling for it. At the end of the twenty minutes John likes the poem somewhere on the line between zero and one hundred—not all the king's horses can keep John off that line.

All right! Let's try again! How does John like poetry in general? Has this twenty minutes had anything to do with that? John entered that twenty minutes with some attitude toward poetry in general. He had some attitude between dislike and like, between zero and one hundred. Now suppose that up to this time John had been rather dubious about poetry, had thought that it might be dropped from the world without any particular loss. Suppose this poem was a little worse than usual. At the end of twenty minutes John would come out here at the zero point. He has gone down the line in his attitude toward poetry. Or John might have like this poem immensely. He might have said to his mother, "Mother, we had a new kind of poetry today. It had some sense to it. I



Mrs. A. C. Norton
ILLINOIS, No. 1



Mrs. Arthur Painter
CALIFORNIA, No. 2



Mrs. Curtis F. Irish
IOWA, No. 7



Mrs. E. Whitney
MICHIGAN, No. 3



Mrs. H. A. Hannes
NEW JERSEY, No. 9

The "FIRST TE

During the past year our readers have been shown with a great deal of interest the results of the showing the ten states having contributed to CHILD WELFARE MAGAZINE. The women here pictured have been making efforts to further the circulation of the Publication. We appreciate their efforts in their faithfulness to the task and with much pride that we present



The MAGAZINE CORNER at the N. Y. State Fair

Left to right: Mrs. Chas. H. Remington, New York
Mrs. Arthur Painter, California
Mrs. H. J. Gute, of Berkeley
Mrs. N. M. Orme, of Oakland

TEN" Chairmen

our readers have followed
interest the monthly statistics
s having the most subscribers
E MAGAZINE. The chair-
have been untiring in their
e circulation of our National
reциate their loyalty and glory
to the task undertaken. It is
at we present them to YOU.



Mrs. Chas. A. Shoop
MISSOURI, No. 6



Mrs. W. B. Walby
OHIO, No. 10



Mrs. C. W. Walters
PENNSYLVANIA, No. 5



Mrs. George E. Adams
TEXAS, No. 8



Mrs. Ellis A. Bates
NEW YORK, No. 4



R at the NATIONAL CONVENTION

Remington, National Magazine Chairman;
Painter, California Magazine Chairman;
te, of Berkeley, Calif. and
me, of Oakland, Calif.

believe I rather like poetry, or I would if I could get the right kind." Then John is over toward the one hundred point somewhere. It might be this particular poem fitted his particular notion of poetry. In that case he got stuck in that particular place more firmly. But some change took place in John during those twenty minutes in regard to poetry in general.

Now his liking for the teacher! Don't you see it's the same thing as with the poetry? He went in with some attitude and came out feeling differently. "I never thought much of her, anyhow, but why in the world did she put me to learning this?" Or if he liked her, there would be a different situation. And what about school: is it a good place to go to? He went in with some attitude. Perhaps he just went in until he could get away to work somewhere. "Mother, I know a place at the grocery store where I can get a job and make five dollars a week." That looks big to him. This poem would have its effect on whether school is a good or bad place.

Now what about John's attitude toward himself? Is he one of the competent scholars or one of the failures? I have seen boys come out of a thing like that with no self-respect, downcast, and others holding their heads up. Does John believe he can do anything, considering how he has done this? "No, what's the use, if I can't do it anyway."

Once more, what is this boy thinking about government, authority? Does he say, "Wait till I get out of school away from here, then I'll do what I please!" Or is he thinking of government as a way of living and working together the best way for all? The way he thinks about government has an effect on him, and it is brought about by the way the teacher fitted this poem to John's nature—the way the teacher spoke, her face, her managing it either so that John felt that he was being imposed upon or that he was being considered as a person. One way, John comes out thinking school and home and all government is simply authority of the strong over the weak and therefore to be circumvented in any way possible. Another way he comes to

think of it as the good of each, through the power and the co-operation of all. I say the roots of it were laid back there in those twenty minutes. Do you see how many things were going on at one time? We never learn merely one thing at a time. Many learnings are going on. There is a *primary* learning—in this case, learning to say the poem—that we may be directly aiming for, and there are *attendant* learnings—in this case John's attitude toward poetry, the school, government, himself—which come incidentally, though they may be the most important in the end.

5. READINESS AND UNREADINESS

A fifth factor in learning is the *mind-set*. Do you ever look out of the window and see a cat very much interested in something in sight of the cat but out of sight to you? Can you tell by looking at the cat whether the thing at the other end of attention belongs to the class bird, chipmunk, squirrel, or to the class dog? If it is something that the cat believes he could catch, his attitude will express stealth and readiness to spring. If it is a dog and the cat means to go in the other direction—do you see that cat has a *mind-set-to-an-end* and the mind-set takes possession of that cat, mind, soul, and body? Every hair on that cat's back stands out in a different direction, according to the end on which its mind is set. Now that mind-set in the case of boys and girls determines (1) *what* they will practice, and (2) the *attitude* they will have toward failure or success—that *mind-set* is the key to this whole business of learning. Give me a favorable mind-set to begin with, and if I can arrange conditions so that they will call out all the resources of the learner and still succeed (because in the long run success is better to learn from than failure)—if it is success after real effort, then you build such an interest in that thing that it will go with you.

Now suppose you have not got the favorable mind-set, you must take what you have and start right there. Whenever the child is on the interest scale, you have to begin right there and appeal to some end, something in which he is now interested. If it

is a rather feeble interest, you have to nurse it more gently and be more sure that it succeeds. One more thing! Suppose that the end be represented by a circle and this is the thing I am interested in, this center, point. That is the thing I am interested in without any "why." Because I am interested in that, then I am interested in the things that will help me get that. Any other point in the circle I am interested in not because of itself. For instance, when I run to get on the subway, it is not because I am anxious to ride on it; it is because I want to go somewhere and get there by a certain time—I am anxious to get this train because it means reaching my engagement. I am mainly interested in point X, to get to the center of the circle. Each thing you are interested in has a penumbra, a shadowy circle, of interests around it. I will practice these indirect interests for the sake of my main end. And we are so built that if we practice one of these things with success and satisfaction, we may—frequently do—come to be interested in the thing for itself, for its own sake. That is to say, the thing I may start out being only indirectly interested in may become my direct interest. To the educator this means that when he has to begin with an unfavorable mind-set or no mind-set for a given desirable learning, he can yet build a mind-set by getting the thing practiced as a means to something already desired.

6. USE AND DISUSE

Now take the question as to what principle should be applied to bring about the *unlearning of wrong habits and attitudes*—as where boys practice with success and satisfaction the stealing of fruit. This brings us to the principle of *use and disuse*. Other things being equal, the more often you use a thing, within limits, the more permanently will it be built as a habit and added to you. But if you let it alone and don't use it, it gradually loses its strength.

In a case like this, the idea would be to get something else going—not to attack this habit directly—get something else growing which, when it grew bigger, would crowd this thing out. Let these ways go into dis-

card by getting something else going that would give a bigger and finer outlook on life.

SUMMARY

To summarize, then. Learning is acquiring a way of behaving internally or externally that henceforth carries itself.

How do we acquire this?

(1) *Practice it*, nothing else but it.

(2) When we do practice it, if with success and satisfaction, we build up a tendency to do it; if with failure and annoyance, we build up an aversion to doing it. Practice is not sufficient. It is the *effect*, the way we feel about it, our attitude toward it, because if we are disposed in this direction, failure tells us not to do it that way but to keep on trying. If this boy that liked the one man hurt him by chance, he said, "I won't do it that way any more." It is the attitude of the boy here that determines the direction his learning will take, either to do it or not to do it.

(3) There is in addition *learning by association*, and it is under this head that our likes and dislikes, our attitudes, are largely built.

(4) The next thing was that *learning is never single*, but always *many*. We have the thing that we as teacher or parent or leader may think of as primary, but here are these attendant learnings going on all the time in good or bad form. Whether they be good or whether they be bad depends in great measure on how we treat the learner, whether we get him into the game or whether we push the thing on him.

(5) This brought us to the matter of *mind-set*—to the state of readiness or unreadiness in the learner's mind that we have to begin with, and that determines whether practice will be with or without satisfaction, and what the satisfaction or dissatisfaction will attach to.

(6) Finally, where it is a question of unlearning what is bad, we had the principle of *use and disuse*, which calls for a new positive learning, with attitudes and activities that will crowd out those which are undesirable.



Who Is Your Child's Keeper?

BY MARGARETTA WILLIS REEVE

"IT is a self-evident fact that in order to make children well, it is first necessary to be sure that you have the children to work on, and the appalling list of tragedies of which the victims are little children, cannot be ignored. If parent power, as has been amply proven by the success of the Summer Round-Up of the Children, can save children from illness, that same power could surely be equally well employed to save them from death, and if every school district would carry on a campaign to keep its children alive as well as to free them from disease, we might wake up some morning to find Young America both safe and sound.

In the summer of 1926 a new experiment was initiated in a very small way by the National Congress of Parents and Teachers through the CHILD WELFARE MAGAZINE. An editorial in July was followed in three successive issues by surveys prepared by the Education Section of the National Safety Council at your president's request, bearing the titles, "Parents as Patterns of Safety in the Home," "Is Your School Safe?" and "How Safe Is Your Community?," the suggestion being that somewhat the same process should be followed as in the health campaign, enlisting the active interest of the parents on all three counts. The results, though small, were eminently satisfactory. After several conferences to make clear the peculiar powers of our organization, the National Safety Council agreed to prepare a clear, simple practical survey on these three lines, and to present to the Congress 25,000 copies for distribution to its component units. This material is now complete, is admirable in every way and will be ready for use by August 1. It is hoped that every association and every preschool and study circle will undertake this project which is the responsibility of the parent and of the school, and in 1927-1928 will make, as it so readily may, a noteworthy reduction of the appalling total, in one year, of 18,000 deaths of little children from accidents, 90 per cent of which are definitely preventable. In this undertaking your president begs for your whole-hearted co-operation."

As I sat at my desk in my sunny office this morning, looking out over the little green park where a hundred and fifty years ago the patriot army of Washington and the red-coated soldiers of King George fought and died in the fierce battle of Germantown, my eyes fell upon this headline in the morning paper before me: TRAFFIC DEATHS SET YEAR'S RECORD; and as I followed down the long column, from it sprang these startling statements. "Despite the intensive campaign of 'Safety First' teachings by civic organizations in schools and playgrounds, the

number of deaths among young children continues to grow." "Fatalities to children under fifteen years of age during June were double the number of children killed by traffic during May." "The increase in the death of young children is a problem that worries officials in charge of safety in almost every large city in the country. The problem should be taken up nationally as well as individually." Then followed the list of tragedies: "run down while playing ball on the highway," "riding on the handlebars of another boy's bicycle," "playing in the street in front of her home," "run down

while watching an aeroplane." And five of them were under six years of age. Fifteen bright young lives thrown away in just one month in this great modern city; fifteen shadowed homes—because someone did not take care!

The quotation from the President's Report at the recent convention in Oakland strikes a note which should never cease to sound in the National Congress of Parents and Teachers. In our field of work—home, school, community—have occurred in the past year, from motor vehicles alone, the deaths of *seven thousand* little boys and girls under five years of age and *eleven thousand* children of school age. These figures include none of the accidents which annually cripple thousands more; they just mean *death*.

Shall we shake our heads and sigh; "How sad! How shocking!" Or shall we DO something about it? Let us face a few facts.

The annual death toll in the United States from accidents approximates 89,000.

The Pre-School Child. The number of accidental deaths of children under 5 is greater than for any other five years of life. The death rate (number of deaths per 100,000 population of the age group) is likewise greater than for any subsequent age until over 60. More than half of these fatalities occur in the home where the mother's responsibility is almost complete. Among the home accidents, burns are by far the most numerous; then asphyxiation and suffocation (the latter especially of infants). Falls and poisons also are common causes.

More than one-quarter of the pre-school fatalities arise from street and highway traffic. The remainder, relatively few, occur from miscellaneous causes outside the home.

The School Child. For the child of 5 to 14 years inclusive—the grammar school and junior high school age—the picture is very different. At least half of the victims in this age group are killed by traffic accidents. Most of these are pedestrians—usually playing in the street.

One-fourth of the accidental deaths of school children occur in public places other

than the street and highway, and *drowning* is chief among these miscellaneous causes.

Nearly one-fifth occur in the home. Burns, falls and fires predominate.

The causes of these accidents are a combination of individual carelessness on the part of the child victim which can be corrected only by constant attention of parents and teachers; and carelessness on the part of motorists, lack of playgrounds, inadequate traffic control, and similar conditions chargeable to the community as a whole.

Experts who have studied the situation group the remedies under three heads: Engineering, Education, Enforcement.

The first includes the scientific study of accidents, the when, where, how, why, to whom, how many; and the establishing of safe conditions.

Education covers information to the public and its arousal to the need for personal carefulness in avoiding accidents and for the support of necessary remedial measures.

Enforcement means compelling the heedless to observe safe practices. In each and all of these divisions we should have our place and part. In many communities there are more fatal accidents in homes than on the street or in industries, but they are less conspicuous and therefore have received no adequate study and little preventive effort; and yet—not only are home accidents serious in themselves, but they involve *habits of carelessness* which are certain to be reflected—like all other home training, in the street and industrial accident records.

If every one of the more than 18,000 units of the National Congress of Parents and Teachers will send for *and use* the three Surveys prepared, we shall make a contribution to the national safety second to that of no other organization, one which will prove the justice of our claim that our object is the promotion of child welfare.

Every unit of the Congress entering this campaign will receive recognition from the National Safety Council. Let us register one hundred per cent response in answer to this challenge!

Why Does the Child Do What He Does?

BY GEORGE H. PRESTON, M.D.

Psychiatrist, Children's Memorial Clinic, Richmond, Virginia

PART III

Contacts and Causes

NEXT to the need for unemotional and non-moralistic judgments comes the need for a firm faith in causation. Here again we go back to the world of natural phenomena for our examples. We no longer believe the lightening to be thunder bolts hurled from the hand of the master of all the Gods. We know that it has a cause and we can make it in our laboratory. We have studied the causes of changes in the weather and we can predict what they will be for days, and, it now seems possible, for seasons in advance. We have studied the causes of diseases and we have demonstrated that we can control them as soon as the cause is clearly understood. Very unfortunately we have not reached the same point either in our belief in regard to causation in human behavior or in our ability to discover the causes and to control the results. Most people still feel there is something magic in human behavior; that a person in a certain situation may do absolutely anything; that he has a range of possibility limited only by his personal strength. We very rarely work out the exact reason why a certain child does what he does. If we are to hold the psychiatric point of view we must believe that there is a reason for everything that a person does, a real reason, a reason linked up with what that person is, with his powers of seeing, hearing, feeling, and understanding, with the training that he has had and with all that has happened to him from the instant of his birth down to the present moment. Given a particular person, a particular set of circumstances, and a particular instant in that person's life, there is probably but one thing that he can do,

We must always treat each child as if he were really a human being with much the same feelings as the rest of us.

If we are to understand children's behavior, we must be on friendly terms with the children.

and he does that thing not in *spite* of everything, but *because* of everything. If we do not find the reason it simply means that we do not know enough, not that there is no

reason. As soon as we begin to waiver and think that there may be miracles in human behavior, that persons might do things that bore no relation to what they were, or to the things that had happened to them, we have introduced a factor that makes all the rest of our work just guesses. We must believe, without question, that there is a cause for everything that a person does and that it is our duty to find that cause if we wish to influence the behavior of that person.

There are certain things about human behavior which make the working out of these causes very difficult. Take for example, the boy who is reacting badly to his teacher. It is very clear that he hates her and that he is trying in every way to annoy her. The teacher on the other hand, is very fond of the boy and has tried in every way she can think of to help him. When we go to the boy, make friends with him, and talk to him about the teacher, we soon find that he thinks that she is the "meanest white woman in the world." Now this boy is reacting to that teacher as if he *were* the meanest woman in the world and it does not make any difference, as far as his immediate behavior is concerned, that she is really a nice, interested, and kindly person. The boy is reacting to what he feels about the situation. The teacher should not feel hurt by this, but should look at it objectively and not be insulted when she is told that the boy thinks that she is mean and horrid. The fact that the boy reacts

to his feelings about the situation and not to actual condition is one of the things that complicates the study of human behavior. The person reacts to what he feels about the situation and what he feels is in part determined by his ability to see, hear, and understand, and in part by all the things that have ever happened to him in all his life. The things that have happened to him in the past may give a very different meaning to the things that are happening to him at the present instant. For example, the other day I was sitting in a drug store when a girl who was sitting at a nearby table suddenly jumped up and screamed. No one else in the store had seen anything that frightened them and there seemed no reason for this girl's behavior. It soon turned out, however, that a cat had walked up to her table and brushed against her. She had seen very plainly that it was a cat, as had several other people at the table, but for her the cat had some very personal meaning that it did not have for the others. Something in the training that she had had in the past had made a cat a very horrible animal for her and she reacted, not to the cat that the rest of us saw, but to the thing that the cat meant to her because of her training.

Thus each of us reacts to a situation according to its personal meaning. The small boy reacts to smoking a cigarette by feeling that he is a big, grown-up, strong man, and the professional uplifter reacts to him as a bad, immoral little boy with a depraved habit. We cannot expect either one to understand the others point of view without additional training. Each reacts in accord with the personal meaning of the situation. This makes it necessary for us to study each individual as an individual, and to demand that in this study we be very careful about making generalizations as to why people do what they do. For example, it would not be fair to deduce, from the above example, that cats were the cause of screaming fits in young girls. That of course is very obvious, but we do make many generalizations almost as obvious and feel that we have laid down laws and explanations of human conduct. Look at the list of

things that are blamed for the conduct of the present day child. "Juvenile delinquency is due to laxness of parental control," or "to the Ford car," or "to failure to go to church." Children drink more now (if they do) because of the prohibition laws. "Sex offenses are caused by short skirts." Are they not almost as silly as the cat? This need to consider the individual case and to work out causation on an individual basis is the third essential of the psychiatric point of view.

Because we must study individual cases and work out causes for each individual separately we must always treat each child as if he were really a human being, with much the same feelings, and almost as much right to respect and consideration, as the rest of us. If we are to understand children's behavior we must be on friendly terms with the children. Constant thoughtfulness and consideration, interest and sympathy are psychiatric tools which may be used to great advantage and which will sometimes yield more information than a "Mental Test." The other day I walked into a class room and the teacher said, "Oh, Doctor, I am so glad you came. You know you have helped so much with some of our stupid children and I do so much want you to examine Johnnie over there in the corner. Johnnie, come up here and let the doctor see you. Doctor, don't you think that he has a funny-shaped head?"

How would you like to have been in that boy's place with all the rest of the children in the room looking on? What chance did I have to make friends with that boy when I had been introduced to him in that way? You can do more to produce a sense of failure or peculiarity, or even actual defiance in a child by some such chance careless remark than a staff of trained workers can undo in months of intensive treatment. Teachers are not the only ones who need to be careful. They only talk about children occasionally in their presence. They are too busy teaching. Some parents talk all the time. When I remonstrated with a mother because she made some slighting remark about her daughter within her hearing, she replied,

"Oh, that won't hurt her, she hears it all the time." But it does hurt. It not only hurts but it breaks down friendly relations and destroys the confidence that may be of the utmost importance in trying to solve some future problem.

If you will choose from among the psychiatrist's tools a non-moralistic point of

view, a belief in causation, an interest in the individual, a fear of generalization, patience to listen to a story, and as much consideration for the child as you would show another adult, and will use these tools in your contacts with children you will find that psychiatric work has much to offer you in solving your children's problems.



The Royal Hawaiian, Honolulu, Hawaii. The Pan-Pacific Conference was held in the great Ballroom at the right of the picture

Resolutions of the Education Section, Division on National Standards in Child Health

Pan-Pacific Conference

Honolulu, Hawaii, April 15, 1927

RESOLVED: That the Pan-Pacific Conference on Education Rehabilitation, Reclamation, and Recreation, in Plenary session assembled, upon recommendation of the Education Section, affirm that the standards of child life have an important relationship to the welfare of nations, and that therefore,

1. The extension of parental education in the mental and physical care of the infant and the preschool child by means of health centers, conferences, child study circles, visiting nurses, correspondence courses, and other agencies should be encouraged.
2. There be a systematic co-ordination of the home with the school program for the promotion of mental hygiene and physical health among the children.
3. There be introduced, as far as possible, into the curriculum of secondary schools, courses in maternal and child hygiene.

M. GOURDON, France.

DR. KURAKAMI, Japan.

MRS. A. H. REEVE, United States,
Chairman.



Gold Stars!



THE Gold Star breakfast, at which representatives of the states winning special recognition in the Magazine Contest were the guests of the Child Welfare Company, was one of the most delightful features of the convention. At eight o'clock on the morning of Thursday, May 26, the Blue Room of the Hotel Oakland was filled to capacity. At a table built in the shape of the letter [] were seated the honor guests from Alabama, California, Colorado, Delaware, the District of Columbia, Idaho, Illinois, Iowa, Maryland, Massachusetts, Michigan, Mississippi, New Jersey, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee and Wisconsin, the places at the top of the letter being assigned to the president of the Child Welfare Company, Mrs. Charles Remington, and the editorial staff of the magazine, Mrs. A. H. Reeve, Mrs. B. F. Langworthy, Mrs. E. C. Mason, Mrs. L. U. Kohn and Mr. Joy Elmer Morgan.

After introductory remarks by the presiding officer, Mrs. Remington, and brief speeches by the editor-in-chief, Mrs. Reeve, and the contributing editor, Mr. Morgan, a roll call of states was responded to by the delegates. Mrs. Remington gave a short explanation of the Gold Star plan and its results, which were further described toward the close of the meeting by the successful contestants, who had won their stars—and also their breakfasts—on the following points:

1. Every state officer a magazine subscriber; 20 states.
2. All state board members, magazine subscribers; 8 states.

On this second honor list were California, District of Columbia, Illinois, Michigan, New Jersey, North Carolina, Pennsylvania, Wisconsin.

A silver cup was awarded to Illinois for the greatest number of subscriptions. After three years in second place, Illinois moved up to the top, California dropping to second place and Michigan being a close third.

Mrs. Remington said in closing: "From our report to the convention you all know of the good work of our chairman in Illinois, of Michigan's great drive which resulted in the sending in of more subscriptions in the first four months of the year than any other state, and of California's record for the greatest number of renewals in twelve months, and from the attractive charts in the exhibit you have seen the fine standing of the various states and cities. I cannot refrain from again voicing my appreciation of the fine work of all our state chairmen—and we have 100 per cent of them—a chairman in every state."

Mrs. Remington then gave an interesting description of the magazine office, which is in an old, historic building on historic Market Square, Germantown, Philadelphia, where was fought in the Revolution, the Battle of Germantown. Across the street is the old Morris house, which served as Washington's Headquarters at that time, and next door is the fine old church in which he worshiped. She concluded with a tribute to the work of the office staff, headed by Miss Eleanor Twiss, business manager, and Miss Mary Ferre, circulation manager, and with the hope that in 1928 it would be necessary to use the banquet room of the hotel to accommodate those who should have earned their stars on the two points mentioned, and on the third, which was not attained this year, the report of a state subscription list of 10 per cent of the state membership.



It Happened in Oakland

BY THE OBSERVER

THAT the 1927 Convention was an educational meeting was proved beyond question by the unflagging enthusiasm with which Round Tables, conferences, classes, were attended from eight in the morning until six in the evening without the slightest reducing effect upon the attendance at the night meetings, when the fine addresses were listened to with keenest interest. The Delegates Conference, held from 11.00 to 4.30 on the opening day, and bringing together a tremendous audience, discussed such problems as City and County Councils, Leadership, and the new Schools for Instruction, the leaders being Mrs. E. C. Mason, First Vice-President, Mrs. A. H. Reeve, National President, and Mrs. Earl Morris, Manager of the Bureau of Program Service. The state presidents, in session at the same time, considered Bulletins, Finances, National Policies, and the Summer Round-Up of the Children, the leaders of the various sections being Mrs. Masters, of Missouri; Mrs. J. S. Brown, of Colorado; the National President, Mrs. Reeve; Mrs. Gabriel, of Oregon, and Mrs. Kendel, of Ohio.

A new and popular feature of the 1927 Convention was the system of classes, conducted from 4.30 to 5.30 P. M., on Parliamentary Law, Program-Making, Publicity, Recreation, and Community Song Leadership. An attendance of perhaps 25 or 30 was expected at these little informal gatherings at the close of the long, full days, but from 150 to 200 took advantage of each of these opportunities for technical experience, and were loud in praise of the value received. In addition, a Publicity Institute was conducted each morning by the Bureau Manager, assisted by experts as speakers, and the students were assigned definite work in connection with the various sessions throughout the convention. Five points of the Seven-fold Program of Home and School were developed through five fine addresses: Useful Citizenship, by

Mr. Will C. Wood; Vocational Effectiveness, by Dr. Edwin A. Lee, president of the National Association for Vocational Education; The Tools and Technics of Learning, by Mrs. Susan Dorsey, superintendent of Los Angeles Schools; Ethical Character, by Mr. Joy Elmer Morgan, of the *National Education Journal*, and Worthy Home Membership, by Dr. Ernest R. Groves, of Boston University. The remaining two, Sound Health and the Wise Use of Leisure, were discussed in open sessions lasting two and a half hours, at which brief addresses were made by experts and the sub-topics were then opened for questions and extremely helpful discussion.

Sound Health—mental, physical, social—brought to the delegates the experience of such experts as Dr. William Palmer Lucas, Dr. Lewis Terman and Newell Edson, with Dr. Bolt presiding, while Mr. George Hjelte had as his speakers on the Wise Use of Leisure, Mr. George Braden, Mr. Glenn H. Woods and Mrs. Hollington.

In addition to these great meetings, at which the attendance ran over one thousand, Round Tables were conducted on Home Problems, by Dr. Groves; Parental Education, Boy-Girl Relationships, Rural Life, Home Economics, Children's Reading, Motion Pictures, the Preschool Child, Safety, Social Standards, and Bulletins.

* * *

The close contact established in the Congress between the teaching force and the general public has created such deep and sincere appreciation of the service being rendered to the nation by the teachers of America that the National Board of Managers has inaugurated a movement for the observance of Teachers' Day throughout the United States, and the State Branches are urged to use every effort to make the occasion the success which is merited by those whom we thus delight to honor. The date selected is the last day of Education Week, and the plans for the observance will

appear in the September issue of *CHILD WELFARE MAGAZINE*.

* * *

Among the pleasant semi-social, semi-official features of the convention may be noted the brilliant banquet which opened the program; the publicity dinner, the thrift luncheon directed by Mrs. Ella Porter, chairman, the humane education luncheon arranged by Mrs. Jennie Nichols, chairman, the play hour conducted by Miss Alta Sims, of the Oakland Recreation System, and her able corps of assistants, and the tree planting at the University of California in honor of Mrs. Phoebe Apperson Hearst, co-founder with Mrs. Birney, of the National Congress of Parents and Teachers.

For the further enjoyment of the delegates, the San Francisco Council gave a delightful luncheon at the Fairmont Hotel, the San Mateo Council entertained them at tea, and arranged a fine organ recital at Stanford University, and the Berkeley Council conducted a campus pilgrimage at the University of California, closed by a reception at the Hearst Gymnasium immediately after the tree planting.

* * *

The State Branches were featured in a "Publicity Primer." Each president had been requested to bring a costume representative of her state, the manner being left to her artistic judgment. On Friday night the rising curtain revealed a great black book upon the stage of the Auditorium, and as the Alabama state song was softly played, two little ink-bottle imps opened the cover and revealed the state president, a picture of gracious dignity. Motionless she stood, while "Publicity" read the outstanding achievements of the "Cotton State," and the cover closed, to open next upon Arizona, and so on down the long line—a truly marvelous series, full of color, beauty, originality, ranging from stately Martha Washington to the Indian princess in a costume of beaded doeskin, so valuable that it required insurance of over \$2,000 to guarantee its safe return to its western home. The cow-girl of the plains and the demure Quakeress, the Cherokee rose and her neighbor,

Tobacco, the Spanish Señora and the Hula dancer, the Colonial maiden and the Garden Girl, flags and flowers, legends and romance—the vivid contrasts would fill more space than a stern editor will allow, and yet each one merits description.

These pageants of the presidents are increasing each year in interest and in picturesque effect, and the ingenuity and artistic skill displayed in this latest one promise that this feature of the convention will be worthy of the prominence it has attained in the program.

* * *

The two most striking announcements at the National Convention were the notable increase in membership—a gain of 181,343—and the splendid Founders Day gift for national field service to the State Branches, \$13,473.69. Thirty-eight states reported a gain in membership, 48 of the 49 State Presidents or their alternates were present, and the delegate body, voting and visiting, totalled almost 1,500.

* * *

That the Congress is not a "woman's organization" received fresh emphasis in the reports from the men on the Board of Managers, who are now: one national vice-president; two bureau managers; ten national chairmen and forty associate chairmen.

* * *

The position of Extension Secretary was created in the National Office, and Miss Frances Hays was appointed to fill it. Miss Hays will have charge of all correspondence in connection with the needs of the general field, supplies, material and sources of information, preparation of charts and slides, and questions of organization and extension which do not involve questions of national policy. She will work closely with the vice-president for Extension. Two national organizers have also been added to the field staff, one on full and one on part time.

* * *

The Summer Round-Up of the Children has been made a permanent activity of the Congress, and suitable provision has been made for office space and maintenance for it. The National President, Mrs. Reeve, continues as Director, with a salaried As-

sistant Director and adequate stenographic service as required.

* * *

The Religious Education Association of America has been added to the Congress list of co-operating organizations, and the Board of Managers has recommended that state and local units avail themselves whenever occasion offers, of the services of this fine group, which is broadly non-sectarian.

* * *

The Music Committee has been augmented by the addition of a section on the Drama, because of the increased interest in plays and pageantry for young people as a means of "expression vs. impression," and in response to a cordial invitation, a delegate was sent to the meeting of the National Drama League, held in Tacoma, Washington, in June, to explain our work and study possible methods of co-operation.

* * *

The National Board paid high tribute to the important services rendered by the Playground and Recreation Association of America, the American Social Hygiene Association and the American Library Association, and voted thanks and deep appre-

ciation for the co-operation of these great organizations in the development of the Congress program on these specialized lines.

A special tribute was paid to the U. S. Commissioner of Education, Dr. Jno. J. Tigert, for the valuable assistance rendered by the Bureau in giving approval and publicity to the Summer Round-Up of the Children, in preparing, at the request of the Congress, the admirable pamphlet, "Is Your Child Ready for School?" in continuing its active support of the Home Education project in which the Congress is so deeply interested, and for the recognition and courtesy extended to the Congress through the Commissioner's invitation to its president to take part in the Pan-Pacific Conference on Education, going to Hawaii as the guest of the Secretary of the Interior.

* * *

The National Board of Managers will meet at Atlantic City, N. J., September 19, and the 1928 Convention will be held in Cleveland, Ohio, early in May. Mrs. C. E. Kendel, State President, has been appointed General Chairman of Arrangements, and plans are already under way to make the election convention excel even that of 1927 in interest and in attendance.

WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

FAMILY:

A

"An Affair of the Follies" (Billie Dove and Lewis Stone)—First National. 7.

"The First Auto" (Barney Oldfield and Patsy Ruth Miller)—Warner Bros. 7.

"The Frontiersman" (Tim McCoy and Claire Windsor)—Metro Goldwyn. Historical film. 6.

"The Missing Link" (Syd Chaplin and Ruth Hiatt)—Warner Bros. 8.

"Naughty But Nice" (Colleen Moore and Donald Reed)—First National. 7.

"The Poor Nut" (Jack Mulhall and Charlie Murray)—First National. 7.

"The Prince of Head Waiters" (Lewis Stone and Priscilla Bonner)—First National. 7.

"Rich Men's Sons" (Shirley Mason and Ralph Graves)—Columbia Pict. 7.

"Rolled Stockings" (Louise Brooks and David Torrence)—Paramount Famous Lasky. Picture of college life. 7.

"The Romantic Age" (Eugene O'Brien and Alberta Vaughn)—Columbia Pict. 6.

"Rubber Heels" (Ed Wynn and Chester Conklin)—Paramount Famous Lasky. 6.

"* Through Darkest Africa" (Geo. K. Eustace and Mrs. Eustace)—Columbia Pict. 5. Mr. and Mrs. Eustace study wild animals in their native haunts.

B

"Closed Gates" (John Harron and Jane Novak)—Sterling Pict. 6.

"The Flying Fool" (Wanda Hawley and Richard Grace)—Sun Prod. 5.

"The Rejuvenation of Aunt Mary" (May Robson)—Metropolitan Pict. Cal. Corp. 6.

"Simple Sis" (Louis Fazenda and Clyde Cook)—Warner Bros. 7.

"Slaves of Beauty" (Olive Tell and Holmes Herbert)—Fox. 6.

"Wanted—A Coward" (Lillian Rich and Robert Frazier)—Roy Clements Prod. Inc. 6.

WESTERNS:

"Drums of the Desert" (Warner Baxter and Marietta Milner)—Paramount Famous Lasky. 6.

"Good as Gold" (Buck Jones and Frances Lee)—Fox. 5.

"Riding to Fame" (Arthur Rankin)—Elbee Corp. 6.

"Two Gun of the Tumbleweed" (Leo Maloney)—Pathé. 6.

"The Western Rover" (Art Acord)—Universal. 6.

ADULT:

"The Black Diamond Express" (Monte Blue and Edna Murphy)—Warner Bros. 7.

"Cheating Cheaters" (Betty Compson and Kenneth Harlan)—Universal. 6. Crook Picture.

"The Clown" (Johnny Walker and Dorothy Revier)—Columbia Pict. 6.

"Dearie" (Irene Rich and Wm Collier Jr.)—Warner Bros. 7.

"Framed" (Milton Sills and Nathalie Kingston)—First National. 6.

"Les Miserables" (Gabriel Gabrio)—Universal. 8.

SHORT REELS: COMEDIES:

"Better Movies" (Our Gang)—Pathé. 2.

"Buster's Nightmare" (Arthur Trimble in Buster Brown Comedies)—Universal. 2.

"Look Out Buster" (Arthur Trimble and Tige)—Universal. 2.

"Mary, Queen of Tots" (Our Gang)—Pathé. 2.

"Ten Years Old" (Our Gang)—Pathé. 2.

"With Will Rogers in Dublin" (Will Rogers)—Pathé. 1.

"With Will Rogers in London" (Will Rogers)—Pathé. 1.

"With Will Rogers in Holland" (Will Rogers)—Pathé. 1.

* ESPECIALLY RECOMMENDED.

J—Particularly recommended for children.

A—Good.

B—Harmless, but second rate as to plot and production.

Block Booking

FOR the past four years the National Congress of Parents and Teachers has endeavored to keep before the public its responsibility for the quality of the motion pictures shown in the various communities and also the plain business basis on which any real movement for their improvement must be approached. Recognizing the futility of attempts at Reform—with a capital "R"—the Congress has made a careful study of the whole situation, and believing that one of the biggest roots of the evil is the vicious block booking system which makes it impossible for the exhibitor to comply with the demands of his patrons, be he never so willing, the Congress has steadily moved against this injustice to exhibitor and patron alike, in spite of the assurance from the head of the industry that this system is in use because "the majority of buyers and sellers find it the most convenient, practical and economical way." Evidently the wail of the average exhibitor does not rise to the seats of the mighty.

In view of this attitude of the Congress, it is interesting and encouraging to read in the recent report of the Federal Trade Commission the order prohibiting the Famous Players-Lasky Corporation "from the practice of block booking; that is, leas-

ing films in a block or group and compelling the picture house which shows the films to take all the pictures in a group or block or none at all, without regard to the character of the pictures or the wishes of the picture house." This order for discontinuance is one of three counts, the third of which is also interesting to our readers because the corporation mentioned controls the theatres in eleven Southern States through the "Southern Enterprises" which it owns. It reads: "third; from acquiring or threatening to acquire theatres for the purpose of intimidating or coercing an exhibitor of films to book and exhibit films of the Famous Players-Lasky Corporation." (Paramount.)

The report further says: "The purpose and necessary effect of such distribution policy is to lessen competition and to tend to create a monopoly in the motion picture industry, tending to exclude from the market and the industry small independent producers and distributors of films and denying to exhibitors freedom of choice in leasing films."

The respondents must report within sixty days as to the manner in which they have complied with these orders of the Federal Trade Commission.

The Summer Round-Up of the Children at the National Convention



The Exhibit in the Auditorium

THE Summer Round-Up luncheon, held during the Oakland Convention, was presided over by Mrs. Bruce Carr Jones, Seventh Vice-President and Director of the Department of Health. A short address was given by Mrs. A. H. Reeve, National President and Campaign Director, in which the importance of the work was stressed and the part of the Parent-Teacher members clearly explained.

The representatives of the schools which won the 1926 prize awards told how the prize money had been expended for the benefit of the school with which the association is connected. Playground apparatus has been installed, hot lunches served to under-nourished children and dental clinics established.

The total registration for 1927 as of May 1 was 1,845 associations in forty-two State Branches. Michigan heads the list with 271; California second, with 135; Illinois third, with 134; Iowa fourth, with 105, and Ohio fifth, with 98.

Recognition was given to:

Alabama which was the first state to send in 1927 registrations.

Michigan which has sent in the largest number of 1927 registrations.

District of Columbia which has enrolled the largest per cent of its associations.

Greensboro, North Carolina, which was the first one hundred per cent city.

Kalamazoo County, Michigan, which was the first one hundred per cent county.

The awards were gavels presented again by Mr. R. E. Jones, of Atlanta, Georgia, and made from the oak tree in Marietta, Georgia, under which the founder of the Congress, Mrs. Theodore Birney, played as a little girl.

On Thursday a Round Table Conference was conducted by the Assistant Director, Miss Bottomly, at which the requirements and plan of procedure for work were discussed and explained. Many present told of the methods being used locally which were bringing about the most satisfactory results.

The 1926 report of the Round-Up work was given at the business session on Friday afternoon. This report will be printed in the Proceedings of the 1927 Convention, which will be ready for distribution September 1. The report gives a very excellent idea of the growth, development and results of the campaign carried on during the summer of 1926.

Some Summer Play Activities

*Which Will Help in Planning Your Local Work for August
and for Next Year*

THE Recreation Department of the Memphis Park Commission has issued its program of activities for June, July and August. A few of the suggestions offered playground leaders, whether volunteer or professional:

POSTING THE DAILY PROGRAM

1. *Post the program where the children can see it.* This intensifies the interest of the children, regulates and increases their attendance and helps insure uniform efficiency on the part of the leader.

2. *Post a new program each day.*

3. *Post the program the first thing in the morning.* This is the time which can best be spared because fewer children are present. Some children leave during the forenoon to do errands. If the program is posted early they will have an opportunity to see it and can plan their day so that they may return in time for their favorite activities.

MAKING SPECIAL POSTERS

Each playground should have attractive posters announcing activities for which it is desired to increase the attendance, giving record made by individual athletic test and team record, and telling of special activities such as exhibits and excursions. If it is necessary to use playground time for the purpose, take the early morning hour or manual play period when the children can help.

Save all the pictures of play activity available, and ask the children, too, to save pictures.

Keep always on hand materials for posters which must be put up quickly. Have several sheets of bristle board for quick use, old card posters and printed signs which are clean on one side. Have crayons or paints in two colors for notices which must be made quickly. Showcard colors

which are applied with the brush are easy to use. Broad stroke lettering pens and waterproof ink are desirable for careful lettering.

To save time in lettering, print only the name of the event and the date in large letters. Below this place a typewritten sheet giving detailed information.

Make the statement brief and clear and the posters attractive. Whenever possible give them a touch of fun. Don't leave the posters up after the event has passed and keep the bulletin board up to date.

SPECIAL PLAY EVENINGS FOR ADULTS

In the summer's program of the Park Commission will be a special day program for adults held once each week from 6.30 to 8.00 o'clock. Special invitations will be issued to the neighborhood each week. The program will consist of children's special day program with such activities for grown-ups as twilight leagues, horseshoe links for fathers and older men, croquet tournaments and checker contests.

NEIGHBORHOOD RELATIONSHIPS

Emphasis is laid on the importance of neighborhood groups and the department suggests that play leaders make contacts with these groups.

"Know your civic club and parent-teacher association. Find out where they meet and attend all of their meetings. Learn whether they have a playground and recreation committee in their organization. If they have, work with them and give them something to do. Supply them with a copy of the summer program. They can help to put on special activities during the summer months. If there is not a civic club in your neighborhood, organize a mother's and father's club made up of the parents of the children who attend the playground. Know the different churches

and ministers, the organizations and parents, and be familiar with every condition which might and will affect your playground."

PET AND HOBBY DAY

Early in the summer's program will come a pet and hobby day. Play leaders are urged to use plenty of large signs, telling

of the event and asking all the children to come bringing their pets and hobbies. "Have all the children possible who play band instruments take part in the parade. Have several unusual pets in the parade bedecked in crepe paper. Have groups of children riding broomsticks (riding their hobby) with hobby or picture of hobby hanging from the end of the stick."

The Book Page

BY WINNIFRED KING RUGG

ENVIRONMENT makes a child what he is, reiterates Addington Bruce in *Your Growing Child* (New York: Funk & Wagnalls Co.). "Almost always—and I would, indeed, emphasize the point," he writes, "it is not what a child inherits, it is the training he gets in the home that counts for most in the shaping of his career. This is fact, not a theory. In Minnesota a special study was made of the moral condition of about 100 young people, 17 years old and upward, for whom, when they were young foster parents had been found by the state. On the heredity theory these young people were doomed to become of bad character themselves. It was found that in reality 83 per cent of them were growing up to a splendid manhood and womanhood. Of a similar group in Wisconsin nearly 90 per cent did well when placed in good homes. Give a child, no matter how bad his heredity—the benefit of an excellent upbringing, and the likelihood is that in after years he will be a decent, useful citizen."

* * *

With all their care parents doubtless feel that each child is a problem, but if they were to read Publication No. 4 of the Committee on Methods of Preventing Delinquency they might realize that they have been spared some troubles. *The Problem Child* is made up of narratives from the case records of visiting teachers, set down by Mary B. Sayles, with a description of

the purpose and scope of Visiting Teacher work by Howard W. Nudd (New York: Joint Committee on Methods of Preventing Delinquency, \$1.00).

* * *

It is a little late in the season to write about books for the child who is going abroad this summer—there must be a great many of them—but, let us say, for the child who is going abroad next summer, or for one who is not going abroad at all but likes to know about the boys and girls of other lands, there is *Saturday's Child*, by Helen Coale Crewe (Boston: Little, Brown & Co., \$2.00). Mrs. Crewe tells what the children of many European countries do and how they do it. These are all "Saturday's Children," as in the old rhyme, "Saturday's child must work for his living"; but though they have to work, pulling flax, or cutting wood, or delicately setting mosaics, there is much in their surroundings that is strange and beautiful to an American child. The reverence that these children of the Old World have for their picturesque inheritance is worth being brought to the attention of our own boys and girls.

* * *

For the child who has access to the country, bird study may be made easier and more definite by the use of Julius King's *Birds in Rhyme* and *More Birds in Rhyme* (New York: Thomas Nelson & Sons, 75 cents each). These are not precisely books to

carry into the field, for though thin, they are extremely high and wide, but they do very well for piazza reference. Each book treats of a dozen or more birds, furnishing a well-colored illustration of each bird, a reproduction of his song in musical annotation, a brief scientific description, and a little rhyme defining his chief characteristic. The most unusual contribution made by Mr. King is the attempt to translate the bird notes into notes for the human voice, an effort so difficult that any measure of success seems a creditable achievement.

* * *

For good advice about reading for boys and girls in their teens parents can profitably consult Annie Carroll Moore's *Cross Roads to Childhood* (New York: George H. Doran Co.). This gives an annotated list of a hundred or more books—novels,

plays, poetry, biography, travel and exploration. For novels perpetuating sections and periods in the development of our own country, James Boyd's *Drums and Marching On*, and Honore Willsie Morrow's *Forever Free* are among the very finest; Elsie Singmaster's stories are also always good and always acceptable to older girls. Somewhat younger boys and girls may like Francis Rolt-Wheeler's new book, *The Finder of Fire* (New York: D. Appleton). Mr. Wheeler has managed to make an interesting story out of the discovery of fire and the infancy of the human race. His hero, a boy of the Cro-Magnons, is captured by a tribe who, unlike his own race, knows the use of fire. The boy's success in carrying to his own people a precious spark furnishes the basis for an exciting and instructive tale.

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~ ~ ~

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EDITORIAL

IT IS interesting to trace the steps of the Parent-Teachers movement as indicated in its program. Thirty years ago the "gentle, little mothers" met to discuss the best ways of punishing a child for misbehavior. Tears were shed over the iniquities of the disobedient boy who seemed to delight in getting his hands dirty and his clothes torn. It was brought out, almost as a revolutionary doctrine, that the child's digestion might have something to do with a temper that threw him to the floor with screams of rage and impulses to kick the panels out of doors. We are learning.

The new plan of more conferences and round tables and fewer reports at the convention was a tremendous success. Few people wish to be *taught*, but everyone loves to *confer*; discussion is the most vital quality in adult education, which, after all, is what all Parent-Teacher work is.

The men delegates, conference leaders and speakers at the convention were of the greatest value and inspiration. We are beginning to make our name a reality. Parent as a title is so much wider than Mother, and the combination of men and women so much stronger than either one alone that we rejoice in this coming of men into the ranks.

At the Iowa Child Research Station they have three families of rats, three mothers and their children. One mother had been fed during the gestation period, a diet deficient in calcium, one deficient in calcium and protein, and the third deficient in

neither. The mothers and children gave startling exhibition of the effect of the diets from the pathetic underfed ones, up to the plump, vigorous well-fed ones.

Probably the mind of a child shows no less clearly what it is fed upon; but because it is not so apparent on the surface, even those who study physical feeding assiduously, forget this even more important subject.

Anent the controversy, if it may be so called, between behaviorism and heredity as the actuating force, Dr. Palmer Lucas at the convention said: "One might as well ask which is more necessary to life, light or air, as to ask whether heredity or environment is more important." This should give us a sane viewpoint on the subject.

We have had no more refreshing inspiration in this generation than Lindbergh's flight and the accompanying disclosure of his magnificent character. The plain virtues of courage, endurance, modesty, integrity and faith are all his, and without them he could never have accomplished the flight across the ocean, alone but unafraid.

His poise, his perfect manner in meeting the great ones of the earth are results of inborn and well-instilled courtesy, self-reliance and purity of thought. For this his mother and all his ancestors are responsible—heredity and environment. How can we lose faith in our young people when such men are living and when the country can go mad over such a person? News of vice and crime for once were moved to back sheets of the newspapers because the public demanded news of "Lindy." It was good news.

M. L. L.

The Round Table

CONDUCTED BY MARTHA SPRAGUE MASON

In the Colorado exhibit at the National Convention in Oakland there was a description of the Star and Chart System used in that state for increasing membership. The best thing that can be said about the system is that it works. In 1925-1926 Colorado lost 555 members. In 1926-1927, when the Star and Chart System was used, there was a gain of 8000 members. Every local association which adopted the plan grew; some associations doubled their membership. The Round Table passes on from Colorado to the other states this good idea which was originally published in the Colorado Bulletin. It urges other states to submit successful membership plans which have received no national publicity. It is the sharing of the best ideas and the most resultful activities that pushes forward Parent-Teacher work in a nation-wide manner, and that helps to focus public attention on the child and his development. A signal success in one state, if broadcast, becomes an incentive for more than a million workers in the other states. You furnish the worthwhile plans; the *Magazine* will do the broadcasting.

A Membership Plan

P.-T. A. MEMBERSHIP CHART


.....Parent-Teacher Membership

Teachers		Key to P.-T. A. Membership Chart
John Doe, Principal	★	Large Gold Star—State Life Membership, \$25.00
Kg.—Mary Doe	★ ★ ★ ★ ★	Large Silver Star—Special State " 10.00
Gr. 1-B—Mary Doe	★ ★ ★ ★	Large Red Star—Special State " 1.00
Gr. 1-A—Mary Doe	★ ★ ★	Large Blue Star—Special State " 3.00
.....	.....	Large Green Star—Special State " 5.00
.....	.....	Small Gold Star—Largest Attendance at P.-T. A. Meeting
.....	.....	Small Red Star—Mothers' Membership
.....	.....	Small Blue Star—Father's "
.....	.....	Small Silver Star—Teacher's "
State Apportionment	387	Small Green Star—Adult Membership—Not Parents
Total Membership	497	Gold Seal—Apportionment Reached

 GOLD SEAL

P.-T. A. ROOM MEMBERSHIP CHART

.....Parent-Teacher Association. Room 5, Grade 3-B

Miss Doe, Teacher	★	Key to Room Membership Chart
Membership of Parents		Teacher—Silver Star
Mr. and Mrs. John Doe	★ ★	Mothers—Red Star
Mr. and Mrs. James Doe	★ ★	Fathers—Blue Star
Mrs. Mary Doe	★	Highest Attendance at P.-T. A. Meeting—Gold Star
.....	
.....	
State Apportionment	35	When the membership rises to the State apportionment, a gold seal is affixed.
Total Membership	41	 GOLD SEAL

THE STAR AND CHART SYSTEM

The preceding charts were intended as a suggestive plan for increasing Parent-Teacher memberships throughout the state of Colorado.

In this system, each school room has its individual "Room Chart," bearing the names of the teacher and the parents of the children of that room. When the teacher pays her membership dues she places a silver star beside her name. As soon as a parent pays his dues, his child is permitted to place a star by the parent's name—a blue one for the father, a red one for the mother. If the parent has several children in the school in other rooms, each child is permitted to place a star on the chart in his own particular room. As you see, the number of stars does not exactly coincide with the number of memberships in the Parent-Teacher Association. When the room's membership reaches the number appor-

tioned to it by the membership chairman, a gold seal is affixed to the "Room Chart."

The large Parent-Teacher Association chart pictures the membership of the school as a whole. It should be posted in the hall or in some conspicuous place where all may watch it grow. Once a week the school membership chairman checks up with the "Room Charts" to see how many new red and blue stars should be added opposite the various teachers' names on the big Parent-Teacher Association "Membership Chart." When the state apportionment for the whole school is finally reached, a gold seal should be affixed to the large chart to signify this accomplishment.

For more detailed information write to Mrs. A. E. Craig, membership chairman of the Colorado Branch, in care of Mrs. J. Sherman Brown (state president), Route 1, Littleton, Colorado.

Increasing Membership in Ohio

THE Willard School Parent-Teacher Association of Cleveland, Ohio, put on a big membership campaign extending until February first, in an endeavor to bring the parent of every child in closer relationship with the work of the school and the association. To completely cover the field a committee of two mothers was chosen from each room, their duty being to call upon every mother in that room. Since there are sixteen rooms of children, we have a committee of thirty-two, each of whom is given a list of all the mothers in the room from which she is chosen.

Of course, competition adds greatly to the interest of the contest, therefore, the committee of thirty-two is divided into two teams, the gold and the blue, using our school colors. Alternate rooms are chosen for each side because the lower grades show a higher percentage of mothers present at our meetings. From each team of sixteen is chosen a captain to whom the other members of her team turn in their results, and to whom they are responsible. The teams are furnished with gold and blue ribbon badges respectively.

The goal of the contestants is a 100 per cent membership for Willard School P.-T. A. For the side winning the greatest number of points a luncheon will be furnished by the association. Each new member whose name and membership fee is turned in by one of the committee counts 35 points for every room in which the new member has children. Every name and membership fee paid at the door on our meeting day counts 25 points for every room in which the new member has children. The first room to have a 100 per cent membership of mothers gets 700 points. Any room thereafter to sign up 100 per cent gets 500 points. Every member already belonging to the association counts 10 points for each room in which she has children. The room having the highest percentage of new members each month receives 100 extra points. On the blackboard of our club-room is a chart of the standing of the two teams. A State membership card properly filled out is given every mother who pays our membership fee of 25 cents.—*Ohio "Parent-Teacher."*



*The Auditorium of the City of Oakland, California
In this building the National Convention was held*

Wordsworth à La Mode

BY JANE H. POSNER

I met a little city girl
And she was gaily clad,
Yet there was something in her look
That made my old heart sad.

"Sisters and brothers, little maid,
How many may you be?"
"Why I'm the only child," she said,
And wondering looked at me.

"And how is that? I pray you tell."
She answered: "Can't you see,
That mother has no time for more?
Her job is studying me!

"Her courses in psychology
Are her chief occupation,
And meetings of the Mothers' Club
Her only recreation.

"Kirkpatrick, Dewey, Thorndike,
Montessori, William James—
She's made exhaustive studies
Of their theories and aims.

"My instincts she has analyzed,
Their functionings she knows,
Their nature and their origin
She's learned to diagnose.

"The troublous adolescent years—
She fears them not at all;
She's solved their every mystery
With the help of Stanley Hall!

"Since she has studied Jung and Freud,
Her aim has been to find
The psycho-analytic depths
Of my sub-conscious mind!

"My complexes and reflexes
She's learned to correlate;
There's not a word or look of mine
That she can't tabulate!

"Biologists, psychologists,
Professors of all factions,
Each has contributed his share
To shaping my reactions!

"They've measured my intelligence
With scientific care,
Tho of what use it is to me
I'm not at all aware!"

"Alas, poor little maid!" said I,
" 'Twould put me in a passion
To be so vivisected in
Such laboratory fashion."

"Oh, see you not," the child replied,
"That I've found my vocation
In serving as the instrument
Of Mother's education?"

(Reprinted from Life.)

National Office Notes

BY FLORENCE V. WATKINS

National Executive Secretary

Did readers of the Magazine notice in the July issue announcement that the Rural Bureau had issued a 46-page booklet entitled "Source Material for the Use of Rural Parent-Teacher Association Units?" If so, did each reader put a 25 cent piece into an envelope and order a copy at once? This is really a most valuable little booklet and every one interested in rural problems—whether he lives in the country or in the city—should secure a copy and study it. The first chapter deals with the responsibility of *parents* for the health of the pre-school child. This is followed by a consideration of the responsibilities of *parents* and *teachers* for the health of the school child. But health is only one of seven educational objectives and the next chapter treats of a second objective—citizenship. A chapter on what parents should know about their schools gives valuable hints to both father and mother. "Leisure and how to use it" is the longest article in the book and one of the most interesting and practical. It is followed by a consideration of wholesome living in the home and by suggestions as to how the parent-teacher association can contribute toward the improvement of teaching in rural schools. Each chapter contains a bibliography of the best books on the subject being treated. It will be difficult to find a little book more full of practical suggestions than this one, and the price is but twenty-five cents! Order today from the National Congress of Parents and Teachers, 1201 Sixteenth St., N. W., Washington, D. C.

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The American Child Health Association, 370 Seventh Avenue, New York City, has a publication called "Dramatizing Child Health," by Grace T. Hallock. This book contains health plays and chapters on the writing and producing of plays, the educational value of dramatics, health pageantry, and singing and dancing. There are 317 pages with illustrations and the price is \$2.00.

Anyone interested in playgrounds would enjoy a copy of "Summer Playground Program," 1927, prepared by the Department of Public Welfare, Bureau of Recreation, Knoxville, Tennessee, and distributed by the Playground and Recreation Association of America, 315 Fourth Avenue, New York City. Here are outlined major, minor, and routine activities for nine weeks of the summer—almost the entire vacation. Here might be found suggestions for other seasons as well.

Bulletin No. 1655 gives "Some Novel Hikes" which would be enjoyed by children and adults.

Raymond G. Fuller of the National Child Labor Committee, New York City, has just prepared a 40-page booklet, "Fourteen Is Too Early: Some Psychological Aspects of School Leaving and Child Labor." This book will interest parent-teacher workers who believe in the National Child Labor Amendment. Its perusal might convert some who have been opposing the measure. One of the most fundamental problems in the child labor field is the age at which children should be permitted to

leave school for work. This booklet discusses the educational and psychological factors involved in the question and interprets recent research in this field, according to the Child Welfare News Summary of the Children's Bureau, U. S. Department of Labor, Washington, D. C.

Worried, troubled mothers, whose children will not eat breakfast will be glad to know that in the May issue of "The Pictorial Review," New York City, there is an article by Lydia J. Roberts, Assistant Professor of Home Economics, University of Chicago, entitled "Better Breakfast Babies." The booklet has 39 pages and the author not only makes practical suggestions for the treatment of children who refuse to eat breakfast but also gives breakfast menus for children of different ages.

Those desiring to learn more about nursery schools should write to the U. S. Bureau of Education, Washington, D. C., for a set of mimeographed sheets prepared by Mary Dabney Davis, which is a "Preliminary Report of Current Practice in the Organization and Administration of Nursery Schools in the United States for 1926-1927." The report brings together information furnished by 33 nursery school directors. Four of the schools reporting are co-operative projects of the public school system and private philanthropic organizations and 18 are connected with colleges, universities, and teacher-training institutions.



Just Cause for a Celebration!

June 30, 1926—85 subscriptions

June 30, 1927—506 subscriptions
in the District of Columbia!

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Index to Volume XXI

CHILD WELFARE MAGAZINE

September, 1926 to August, 1927

	PAGE
All Work and No Play. LENNA L. MEANES, M.D.	268
American Education Week. JOY ELMER MORGAN	75
And Now Comes Posture. LENNA L. MEANES, M.D.	171
Angelo Patri Says	460
Another Revolt on the Farin. EFFIE E. BAKER	513
Are Children People—Part I. ELIZABETH BENSON	213
Are Children People—Part II. ELIZABETH BENSON	262
Are You? Prove It?	594
Backyard Playground for the Better Home—Part I. MARIA WARD LAMBIN	429
Backyard Playground for the Better Home—Part II. MARIA WARD LAMBIN	475
Badge Tests, The J. W. FAUST	125
Bean Bag Games. J. W. FAUST	229
Beautified Playground and the "P-T. A." MABEL TRAVIS WOOD	275
Best Book Folks, The A PLAY FOR CHILDREN'S BOOK WEEK	77
Best Is Yet to Be, The MARGARETTA WILLIS REEVE	555
Better Farm Homes. MRS. W. O. REDFORD	371
Better Homes. JAMES FORD	308
Block Booking. THE EDITOR	589
Book Page. WINNIFRED KING RUGG	38, 94, 113, 190, 216, 277, 315, 402, 454, 497, 545, 592
Books for the Pre-School Age. LOUISE SINGLEY	180
California	408
California Convention, The	302
Call of Spring, The MARGARETTA WILLIS REEVE	307
Challenge of the Child, The JOY ELMER MORGAN	161
Child Development. DR. BIRD T. BALDWIN	572
Child Hygiene—Part I. MARY E. MURPHY	12
Child Hygiene—Part II. MARY E. MURPHY	85
Child Labor Amendment, The ELIZABETH TILTON	135
Child's Day, A, from (Poem) WALTER DE LA MARE	33
Child's Song of Growth, A. KATHERINE GLOVER	485
Children and Motor Accidents. NATIONAL SAFETY COUNCIL	237
Children's Reading. SARAH B. ASKEW	56
Children's Reading and Children's Libraries. MARY WILKINSON	115
Children's Religious Questions. ELLA LYMAN CABOT	367
Christmas Feast, The ALICE FISHER LOOMIS	185
Christmas Toys That Satisfy. MARGARET S. BRIDGE	157
Citizenship and Safety. DR. ZENOS E. SCOTT	265
City Councils. ANNA B. BYERS	140
Cleanliness, Health and Seemliness. ALICE FISHER LOOMIS	29
Come To California!	323
Coming Festival, The ALICE FISHER LOOMIS	332
Commissioner Recommends the Summer Round-Up, The HON. JNO. J. TIGERT	412
Consider the Children. JULIA D. CONNOR	122
Control of Diseases, The S. J. CRUMBINE, M.D., and ALICE FISHER LOOMIS	387
Cross Roads, The—Part I. LENNA L. MEANES, M.D.	385
Cross Roads, The—Part II. LENNA L. MEANES, M.D.	422
Cultivating Self-Control. EVELYN D. COPE	338
Deacon Answers, The J. W. FAUST	374
Dickie Does It Himself. ELINOR PETERSON ALLEN	317
Editorial. MARY L. LANGWORTHY	41, 99, 143, 199, 246, 294, 345, 398, 446, 499, 543, 595
Education as a Career. JOY ELMER MORGAN	128
Education for Ethical Character. JOY ELMER MORGAN	523
Education of Crippled Children, The—Part I. EDITH REEVES SOLENBERGER	419
Education of Crippled Children, The—Part II. EDITH REEVES SOLENBERGER	490
Educational Value of Motion Pictures, The DR. ELLA LONN	517
Every Mother a "Movie" Censor. RUTH M. WALKER	424

	PAGE
Eyes of the Pre-School Child, The ELEANOR P. BROWN.....	120
Eyes of the School Child, The ISOBEL JANOWICH.....	217
Facing the Fourth. FLORENCE NELSON.....	486
"First Ten" Chairmen, The.....	576, 577
Foot Defects in Children. FLORENCE A. SHERMAN, M.D.....	186
"For Value Received"—in Ninety Days. LENNA L. MEANES, M.D.....	117
Form for Community Safety Survey. NATIONAL SAFETY COUNCIL.....	34
Form for Home Safety Survey. NATIONAL SAFETY COUNCIL.....	80
Forty-six Thousand Dollars for Playfields. HARMON FOUNDATION.....	377
Friendly Message, A. HOMER N. CALVER.....	271
Garden and the Child, The LOUISA YEOMANS KING.....	363
Gold Stars! A REPORTER.....	585
Good Housekeeping for Safety. FLORENCE NELSON.....	361
Good News for Mothers and Teachers! C. WARD CRAMPTON, M.D.....	16
Good Teeth—Building and Keeping Them. ALICE FISHER LOOMIS.....	539
Grandparents' Auxiliary, A.....	563
Greetings from the Home Economics Committee. JULIA O. NEWTON.....	415
Have You Ever Heard a Kinderband? ISABELLE M. HORN.....	162
Health, A Basis for the Development of the Pre-School Child. EVELYN D. COPE.....	87
Helping High School Athletics. C. WARD CRAMPTON, M.D.....	82
Heroes and History. MRS. CARROL M. EMERSON.....	337
Home Building and Home Ownership—Their National Significance. HON. HERBERT HOOVER.....	357
Home Craft. BLANCHE HALBERT.....	312
Home Play. THOMAS M. SLOANE.....	378
Home Playground and Recreation Survey. P. R. A. A.....	428
Home Recreation Ideas. MABEL TRAVIS WOOD.....	427
Homes Equipped for Children. DR. JOHN M. GRIES.....	359
How the Junior Safety Patrol Functions—Part I. MARION LA VERNE TELFORD.....	136
How the Junior Safety Patrol Functions—Part II. MARION LA VERNE TELFORD.....	174
How to Begin the Pre-School Circle. EVELYN D. COPE.....	27
How to be Popular. ANNE T. BINGHAM, M.D.....	319
How We Grew a Cafeteria. MRS. RALPH M. PRAY.....	278
I Am the Motion Picture. ELIZABETH K. KERNS.....	166
If You Think You Are Beaten (Poem).....	516
Importance of the Home Library, The T. M. SLOANE.....	163
In Bethlehem Tonight (Poem). ARTHUR KETCHUM.....	154
Insurance Against Summer Accidents. FLORENCE NELSON.....	431
Interrupting the Child. FLORENCE MILNER.....	528
In the Junior High School Library. ANNIE S. CUTTER.....	461
Is Your Child Ready for School? RUTH PECK MCLEOD.....	9
Is Your Child Spending Money Wisely? MILDRED HATCH.....	238
It Happened in Oakland. THE OBSERVER.....	586
It's Planting Time. WEAVER PANGBURN.....	375
Junior Red Cross.....	134
Junior Safety Council, The MARION LA VERNE TELFORD.....	136
Keeping Christmas. MARGARETTA WILLIS REEVE.....	155
Know the Child. MARGARETTA WILLIS REEVE.....	3
Let Music Swell the Breeze. RUTH HALLER OTTAWAY.....	188
Life-Long Education. JUDSON T. JENNINGS.....	219
Lights of Home. VIRGINIA R. GRUNDY.....	225
Little Picture with a Big Story, A. ELIZABETH COLE and HELEN LORENZ WILLIAMS.....	169
Living as a Fine Art. LENNA L. MEANES, M.D.....	16
Magic May Basket, The OREGON TUBERCULOSIS ASSOCIATION.....	335
Making the School Grounds Attractive. CHARLES H. CHESLEY.....	488
Meaning of the Movement, The MARGARETTA WILLIS REEVE.....	107
Mental Health. DR. DOUGLAS A. THOM.....	14
Midsummer Hobby Clubs. LEE MCCRAE.....	542

	PAGE
Mixing the Ingredients. MARTHA WESTFALL.....	222
Mobilizing a County for Character Training. MARY S. HAVILAND.....	73
Mother's Girl. NORMAN LELAND.....	510
Mothersingers (Poem). VERA KING CLARK.....	434
Music Week in the Parent-Teacher Association. RUTH HALLER OTTAWAY.....	365
National Agencies and Their Recreation Program—Part I. J. W. FAUST.....	272
National Agencies and Their Recreation Program—Part II. J. W. FAUST.....	325
National Office Notes. FLORENCE V. WATKINS.....	44, 206, 252, 300, 350, 404, 451, 503, 551, 599
National Thrift Week. NATIONAL Y. M. C. A. THRIFT COMMITTEE.....	226
Nature's Beauties for Young Mothers and Children. EVELYN D. COPE.....	547
New Challenge of May Day, The. KATHERINE GLOVER.....	355
New Project for Parent-Teacher Associations, A. F. M. MEADER, M.D.....	342
1927 Resolutions. THE CONVENTION.....	558
Obedience and the Pre-School Child. EVELYN COPE.....	241
Open Letter, An. THE CAMPAIGN DIRECTOR.....	212
Ownership and the Pre-School Child. EVELYN D. COPE.....	393
Our Hot Lunches and Their Results. CLARENCE C. BYRD.....	69
Our Objectives Again. JOY ELMER MORGAN.....	280
Pal, Adult or Grown-Up—Which Are You? MARY S. HAVILAND.....	167
Pan-Pacific Resolutions, The. THE COMMITTEE.....	584
Parents and the New Education Bill. JOY ELMER MORGAN.....	469
Parents and the Pre-School Child. EVELYN D. COPE.....	148
Parents as Patterns for Safety. FLORENCE NELSON.....	81
Parents at the Helm. GRACE E. CRUM.....	36
Parent's Prayer, A. ANGELO PATRI.....	210
Parent-Teacher Association as a Community Asset, The. MRS. FRED R. EASTERDAY.....	341
Parent-Teacher Meetings at Seattle and Toronto. M. S. M.....	500
Perfect Giving for Christmas. LEWIS ALLEN.....	156
Personally Conducted. MRS. GEORGE F. TILTON.....	570
Perspectives. JOY ELMER MORGAN.....	183
Physical Education and the "P. T. A." JAMES EDWARD ROGERS.....	473
Play and Recreation—Nature Study. J. W. FAUST and MABEL TRAVIS WOOD.....	471
Posture and Health. ETHEL PERRIN and ALICE FISHER LOOMIS.....	130
Power of the Program, The. MARGARETTA WILLIS REEVE.....	211
Prayer, A. MARY DAVIS REED.....	124
Present Emphasis in Recreation, The. GEORGE W. BRADEN.....	567
President's Message. MARGARETTA WILLIS REEVE.....	3, 51, 107, 155, 211, 259, 307, 411, 459, 507, 555
Problems of Childhood, The. ANGELO PATRI.....	109
Production of a Pageant.....	67
Program Comment. M. W. R.....	397
Program Section.....	39, 100, 139, 198, 240, 288, 322, 411
Public Interest in Parent-Teacher Work. MARY G. ARMSTRONG.....	477
Quaker Playground Takes Health Inventory, A.....	520
Questions and Answers. GRACE E. CRUM.....	349
Questions for the Parent-Teacher Association to Ask Itself.....	389
Recreation Leadership. HOWARD S. BRAUCHER.....	231
Recreation Program, A—Part I. J. W. FAUST.....	23
Recreation Program, A—Part II. J. W. FAUST.....	65
Reducing the Demands of Housekeeping—Part I. HILDEGARDE KNEELAND.....	380
Reducing the Demands of Housekeeping—Part II. HILDEGARDE KNEELAND.....	438
Round Table, The. Conducted by MARTHA SPRAGUE MASON.....	244
Program Making for Foreign Parent-Teacher Associations. EMMA BAUER GOLDEN.....	42
Schools of Instruction. MRS. EARL C. MORRIS.....	96
City Councils. ANNA B. BYERS.....	140
A Father's Special. MRS. T. R. GAINES.....	192
The Summer Playground. M. S. M.....	292
The P. T. A. as a Community Asset. MRS. FRED R. EASTERDAY.....	341
Making the Teacher Feel at Home by an All-Year Hostess Plan.....	396
The Parent-Teacher Community Theatre. MARY J. MCCOLLOCH.....	442
"As Children See Us".....	501
The Founding of a Rural Parent-Teacher Association. MRS. J. R. HEILMAN.....	549
A Membership Plan.....	596
Rural Home, The. JAMES FORD.....	20
Rural School Health Program, The. FLORENCE A. SHERMAN, M.D.....	31

	PAGE
Safety in Winter Sports. LOUISE SINGLEY.....	180
Salvation of Sam and Martha, The JOHN H. BUTLER.....	309
Santa Claus Still Lives. GRACE E. CRUM.....	160
Say "Thank You" MARY S. HAVILAND.....	111
Scales for the School. ALICE FISHER LOOMIS.....	435
School Absences Through Sickness. ALICE FISHER LOOMIS.....	483
School Health Program, A. ALICE FISHER LOOMIS.....	234
Self-Training for Leadership. OLIVE VIRGINIA GOODWIN.....	245
Shaping the Child's Habits. EVELYN D. COPE.....	195
Skills as Social Safeguards. EDWARD YEOMANS.....	383
Slow Club, The MARY L. LANGWORTHY.....	416
Some Summer Play Activities. P. R. A. A.....	591
Spiritual Training. MARGARETTA WILLIS REEVE.....	411
Spiritual Training of the Pre-School Child, The EVELYN D. COPE.....	440
Spring Sport and Safety. FLORENCE NELSON.....	330
State News.....	45, 102, 150, 254
Story of the First Prize Award. IRENE A. JOHNS.....	260
Story of the Second Prize Award, The MRS. I. A. ROSENBAUM.....	343
Studio School House, A. ROBERT M. YOST.....	464
Study Circle, The Tar and a Moral Thermometer. GRACE E. CRUM.....	91
Study Circle, Study Program I—Based on "Mothers and Children"	91, 145, 201, 247, 295, 346, 399, 447
Study Program II—Based on "Wholesome Childhood"	92, 146, 202, 248, 296, 347, 400, 448
Study Program III—Based on "Problems of Childhood"	204, 250, 297, 348, 401, 449
Subdividing for Child Safety. MABEL TRAVIS WOOD.....	328
Summer Ramblings. HARRY ALLEN.....	535
Summer Round-Up at the Convention, The RUTH A. BOTTOMLY.....	590
Summer Round-Up of the Children—Honor Rolls B and C. CAMPAIGN DIRECTOR.....	304
Summer Thoughts for Pre-School Mothers. EVELYN D. COPE.....	492
Surveying for Safety. FLORENCE NELSON.....	35
Thirty Years for Child Welfare. MARGARETTA WILLIS REEVE.....	259
Three Objectives. MARGARETTA WILLIS REEVE.....	51
Thrift Recommendations. ELLA CARRUTHERS PORTER.....	227
To My Mother—A Tribute. RANDALL J. CONDON.....	458
To the Public. JOY ELMER MORGAN.....	433
Training Mothers to Travel. EDNA SIDNEY TIPTON.....	481
Training Youth for Parenthood. NEWELL W. EDSON.....	559
U. S. Commissioner of Education Speaking, The HON. JNO. J. TIGERT.....	106
Value of Home Economics Cottages to the Community, The DR. LOUISE STANLEY.....	413
Value of Pets in the Home, The JULIA W. WOLFE.....	544
Value, The—The Perils of the Screen. ERIC PONDER, M. B.....	390
What Are We Going to Do About It? ELAINE WESTALL GOULD.....	53
What is Ethical Character? JOY ELMER MORGAN.....	232
What is Involved in Learning—Part I. WILLIAM H. KILPATRICK.....	530
What is Involved in Learning—Part II. WILLIAM H. KILPATRICK.....	574
What is Punishment? EVELYN D. COPE.....	289
What To See. ELIZABETH K. KERNS.....	25, 90, 138, 166, 239, 287, 336, 392, 426, 466, 519, 588
When People Sing (Poem). ANGELA MORGAN.....	2
When Winter Comes to the Back Yard. MABEL TRAVIS WOOD.....	228
Who is Your Child's Keeper? MARGARETTA WILLIS REEVE.....	580
Why Attend a Convention. EMMA DOT PARTRIDGE.....	50
Why Does The Child Do What He Does?—Part I. GEORGE H. PRESTON, M.D.....	467
Why Does The Child Do What He Does?—Part II. GEORGE H. PRESTON, M.D.....	514
Why Does The Child Do What He Does?—Part III. GEORGE H. PRESTON, M.D.....	582
Wider Use of Leisure, The GLENN H. WOODS.....	564
Wise Hiram—Foolish Jonathans. LENNA L. MEANES, M.D.....	61
Women's Organizations and Safety. MRS. JULIET BUSIEK.....	526
Wordsworth a la Mode. JANE H. POSNER.....	598
Work in the Juvenile Court of the District of Columbia. MRS. JAMES W. BYLER.....	495
Worthy Home Membership. ERNEST R. GROVES.....	557
Year's Work for Play, A. MABEL TRAVIS WOOD.....	533
Youth (Poem). FAITH BALDWIN.....	159
Youth and the News Stand. LUCILE F. FARGO.....	5

